

# Enrollment Reporting Handbook

Instructions for the 2007–08  
School Year



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State Superintendent of  
Public Instruction

November 2007

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# Enrollment Reporting Handbook

Instructions for the 2007–08 School Year

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August 2007



# Enrollment Handbook

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## SECTION 1. SUMMARY OF CHANGES FOR 2007–08 SCHOOL YEAR

The first item below is included as an important development to keep readers informed about the re-host project.

**A. Apportionment Systems Re-host Project:** The apportionment systems are being moved to a new platform to better support current and future operations.

- Starting in the 2007–08 school year, school districts will use OSPI’s EDS interface for enrollment reporting.
- A planned phase 2 will make additional enhancements to the system at a future date.
- Contact Mitch Thompson at (360) 725-6306 or [mitch.thompson@k12.wa.us](mailto:mitch.thompson@k12.wa.us) or your ESD enrollment contact for information on the new system.
- The P-223 in the EDS system will continue to be a separate report from the reporting in OSPI’s Core Student Records System.

**B. Skills Center Enrollment FTE:** The Legislature approved the enhanced FTE this year for Skills Center students. This change allows a skills center student to be reported for a combined FTE of no more than 1.6. (See page 17 for more information.)

**C. State Funded Full-Day Kindergarten:** The Legislature also approved funding for full-day kindergarten for high poverty schools. Districts who apply and are approved must report the state funded headcount and FTE for the appropriate schools separately.

**D. Middle School/Jr. High Vocational Program:** The Legislature approved funding for middle school and junior high school vocational programs. Districts must report the FTE for these students separately from the secondary vocational FTE.

**E. Special Education Enrollment Age Split:** Special education students are now broken down into three different age categories. The categories are:

- Ages 0–2
- Ages 3–5 year olds not yet enrolled in kindergarten
- Kindergarten – age 21
- Students age 6 and above not yet enrolled in kindergarten should be reported consistent with WAC 392-121-137.

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## **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 the Office of Superintendent of Public Instruction (OSPI). These enrollments determine state funding. By following the guidance in this handbook, you will secure the maximum state funding for your school district 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 1191E displays kindergarten through twelfth grade (K–12) enrollment used to determine general apportionment funding for basic education including vocational and skills center (source: P-223 Report 1251).
- Report 1191SN displays enrollment used for bilingual, learning assistance, and highly capable program allocations (source: P-223 Reports 1251H and 1251).
- Report 1159 displays enrollment used in determining the K–4 staff enhancement and K–12 staff compliance (source: P-223 Report 1251).
- Report 1220 displays enrollment used to determine special education funding (source: P-223H Report 1735R).
- Report F-483 displays enrollment used for nonhigh billing and levy authority transfers (source: Form SPI P-213).

Monthly apportionment reports for each school district can be found through the “District Reports” link on the SAFS Web site at: <http://www.k12.wa.us/safs/>.

September through December state apportionment payments to schools are based on the school district budgeted enrollments. 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 school district eligibility for funding.

### **C. Documentation and Audit**

Because 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 adjustment of school district allocations after the end of the school year. Many enrollment audit issues result from the following errors by school districts:

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

- 
- Improperly counting special education enrollment for students with out-of-date Individualized Education Plans (IEPs) or three-year evaluations, or students not receiving specially designed instruction.
  - Improperly counting Alternative Learning Experience 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 May as 1.0 FTE, thereby exceeding the 1.0 AAFTE limitation.

**D. Getting Additional Help**

Your enrollment reporting questions should be referred first to your educational service district (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 that districts and buildings have. If the ESD is unable to answer your question, contact Mitch Thompson, School Apportionment and Financial Services, at (360) 725-6306. He will make an effort to keep the ESD fiscal staff included in the response to questions.

<b>ESD</b>	<b>Name</b>	<b>E-mail</b>	<b>Phone</b>
ESD 101	Mary Enquist	menquist@esd101.net	509-456-2718
ESD 105	Danna Roberts	dannar@esd105.wednet.edu	509-454-3125
ESD 112	Christy Price	christy.price@esd112.org	360-750-7511
ESD 113	Sonja Cox	scox@esd113.k12.wa.us	360-464-6750
ESD 114	Karen Casey	kcasey@oesd.wednet.edu	360-782-5002
ESD 121	Jane Murray	jmurray@psed.org	425-917-7778
ESD 123	Michelle Ewell	mewell@esd123.org	509-547-8441
ESD 171	Tamar Sutherland	tamars@ncesd.org	509-665-2643
ESD 189	Kathy Witt-Hill	kwitt@esd189.org	360-299-4033

Most enrollment reporting questions are answered by reference to rules codified in WAC 392-121-106 through 392-121-188. 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.

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## 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 28A.545 RCW and chapter 392-132 WAC (for P-213 data).
- Instructions provided in this handbook.
- Instructions printed on the back of attached report forms.

### **A. Electronic Reporting**

All school districts report P-223, P-223H, P-223S, and P-240 data electronically. Basic instructions for the electronic reporting system are no longer included in the appendix to this handbook. Questions about electronic enrollment reporting procedures may be directed to ESDs.

**Exceptions to Electronic Reporting Forms:** Exceptions to electronic reporting may be made at the discretion of the appropriate ESD. School 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.

### **B. Paper Report Forms**

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

- Enrollment data should be available to the ESD by the due dates shown in Section 4.E.
- The school district should be prepared to explain any edit messages generated by default edit variances.
- **Caution:** Extracts from WSIPC's student record system may include Running Start enrollment in eleventh and twelfth grade counts. If so, Running Start enrollments must be backed out of the eleventh and twelfth grade P-223 counts and entered separately prior to submission of data to the ESD.
- **Caution:** Exercise care in properly reporting the district of residence. Refer to Section 5.E. of this handbook.
- Revisions made after **August 11, 2008**, must be made on a signed paper report form sent to the ESD. See Section 9. of this handbook.

### **C. Rounding of Student FTE**

Rounding of student FTE should follow the general rule: a decimal ending in 5 or more is rounded up; a decimal ending in 4 or less is rounded down. Per WAC 392-121-011, FTE is rounded to the nearest two decimal places.

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## SECTION 4. WHEN TO REPORT

### **A. Monthly Count Dates**

Report kindergarten through twelfth grade (K–12) enrollments as of the fourth school day of September and the first school day of October through May (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 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 certificated staff and on which day all or a portion of the students enrolled in the program actually participate in such educational activity.”

In school districts where not every school or grade follows the same calendar of school days, the calendar of an individual school or an entire grade level within a school may determine the monthly enrollment count date for that school or grade level within the school. Such enrollments should be aggregated by the district on Forms P-223 and P-223H each month along with the count date enrollments from other schools and grades.

**Example:** An individual school starts on September 10th and the rest of the district starts on September 4th. Since the September count date is the fourth school day of September, the rest of the district uses a September 7th count date. The individual school uses a September 13th count date.

Refer to Section 6.J. for further information on nonstandard school year reporting for instructions.

Running Start enrollment count dates are the first school day of each month, October through June. Colleges serving Running Start students are to provide Report P-223RS to school districts on the eighth calendar day of each month, October through June.

### **B. Monthly Due Dates**

The September report is due at the ESD on September 17. Reports for the months of October through August are due at the ESD on the tenth calendar day of the month. If the due date falls on a weekend or holiday, the report is typically due on the next workday. Refer to the monthly enrollment reporting schedule on the following page.

### **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 to the district. If the ESD enrollment file contains no data for a

month, this agency may delay payment or may calculate apportionment payments as if the district reported zero enrollment for the month.

**D. Enrollment Increases During the Month**

Additional state moneys are provided for school districts with at least 250 AAFTE enrollment if a K–12 full-time equivalent (FTE) enrollment count for at least one day during any month in the period of September through May exceeds the first of the month FTE enrollment count on Form P-223 by 5 percent or more. The additional state allocation equals 110 percent of the amount that such increased enrollment would have generated if it had been included in the P-223 enrollment count for that month.

School districts request allocations for enrollment increases by submitting a letter to School Apportionment and Financial Services. The letter must state the highest total FTE enrollment in kindergarten through twelfth grade on any school day during the month and the FTE enrollment in kindergarten through fourth grade on that day.

**E. 2007–08 Enrollment Reporting Schedule**

	<input type="checkbox"/> Electronic	<b>ENROLLMENT DUE AT ESD</b>			<input checked="" type="checkbox"/> Paper
<b>Report Month</b>	<b>P-223, P-223H</b>	<b>Running Start</b>	<b>P-240</b>	<b>P-213</b>	<b>E-525</b>
September	<input type="checkbox"/> Sept. 17		<input type="checkbox"/> Oct. 10		
October	<input type="checkbox"/> Oct. 10	<input type="checkbox"/> Oct. 10	<input type="checkbox"/> Nov. 9		
November	<input type="checkbox"/> Nov. 9	<input type="checkbox"/> Nov. 9	<input type="checkbox"/> Dec. 10		
<b>Final enrollment revisions for 2006–07 are due at the ESD December 3<sup>rd</sup>.</b>					
December	<input type="checkbox"/> Dec. 10	<input type="checkbox"/> Dec. 10	<input type="checkbox"/> Jan. 10		
January	<input type="checkbox"/> Jan. 10	<input type="checkbox"/> Jan. 10	<input type="checkbox"/> Feb. 11		
February	<input type="checkbox"/> Feb. 11	<input type="checkbox"/> Feb. 11	<input type="checkbox"/> Mar. 10		
March	<input type="checkbox"/> Mar. 10	<input type="checkbox"/> Mar. 10	<input type="checkbox"/> Apr. 10		
April	<input type="checkbox"/> Apr. 10	<input type="checkbox"/> Apr. 10	<input type="checkbox"/> May 9		
May	<input type="checkbox"/> May 9	<input type="checkbox"/> May 9	<input type="checkbox"/> June 10		
June	Revisions only by <input type="checkbox"/> June 10	<input type="checkbox"/> June 10		<input checked="" type="checkbox"/> June 10	
July	Revisions only by <input type="checkbox"/> July 10	Revisions only by <input type="checkbox"/> July 10	Revisions only by <input type="checkbox"/> July 10		<input checked="" type="checkbox"/> <b>To OSPI by July 10</b>
August - <b>See Note 1</b>	Revisions only by <input type="checkbox"/> Aug. 11	Revisions only by <input type="checkbox"/> Aug. 11	Revisions only by <input type="checkbox"/> Aug. 11		

If the school district cannot report by the due date, it may file an estimate of monthly enrollment with the ESD and file revised reports when actual enrollments are known.

**Note 1:** Enrollment revisions submitted after August 11 but before December 3 need to be submitted electronically to the ESD and will not be reflected on the school district apportionment funding until January of the following year. Only apportionment paid through August will be included in the district’s levy base for the following year; revisions received after August 11 **do not** affect the levy base in any year.

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## SECTION 5. WHAT TO REPORT

### A. Reporting Summary

SERVICES PROVIDED	FORM NAME
Approved basic education, bilingual education, vocational, skills center, and Running Start programs provided by school districts including part-time enrollment by home-based or private school students.	<b>P-223</b> , Monthly Report of School District Enrollment Eligible for Basic Support
Special education services provided by school districts and ESDs.	<b>P-223H</b> , Monthly Report of School District Special Education Enrollment
Nonstandard school year eligible for basic support provided by school districts.	<b>P-223S</b> , Nonstandard School Year AAFTE Enrollment Eligible for Basic Support
Ancillary services to part-time, private school, and home-based students provided by school districts.	<b>P-240</b> , Monthly Attendance Report of Ancillary Services to Part-Time Students Eligible for Basic Support
Education services provided to home and hospital students by school districts.	<b>E-525</b> , Report of Final Home and Hospital Attendance
High school districts providing services to students residing in nonhigh school districts.	<b>P-213</b> , Report of Students Residing in Nonhigh Districts and Enrolled in High School Districts

### 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.

- 
- (2) After the close of the prior school year has presented himself or herself, or has been presented, to the school district's appropriate official to be entered on the school district'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 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 Full-Time Equivalency (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, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences that are planned and scheduled by the district 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 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.

(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.305.170 and WAC 392-410-320. Such participation may be counted as a course of study only by the school district which the individual last attended.

(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 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, 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 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.

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(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.

(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."

#### **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) refers to a long-term suspension and (6) 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 392-172-218 shall be counted as an enrolled student as provided in WAC 392-122-145.

(2) Dropouts - a student for whom the school district 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 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.

(4) Suspensions - a student who has been suspended from school pursuant to WAC 392-400-260, when the conditions of the suspension will cause the student to lose academic grades or credit, shall not be counted as an enrolled student until attendance is resumed.

(5) Expulsions - a student who has been expelled from all school subjects or classes by the school district pursuant to WAC 392-400-275 or WAC 392-400-290 shall not be counted as an enrolled student; a student who has been partially expelled, such as from a single school subject or class, by the school district pursuant to WAC 392-400-275 or WAC 392-400-290 may be considered a part-time enrolled student.

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

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

- 
1. **State Institutions** - (WAC 392-122-200 through WAC 392-122-275 and WAC 392-122-900 through WAC 392-122-910.) Students in state group homes, institutions for juvenile delinquents, residential habilitation centers, juvenile detention centers, and Department of Corrections facilities 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 1.0. See the annual Institutional Enrollment Reporting Memorandum for further information.
  2. **Out-of-State** - Except for special education students served under contract pursuant to WAC 392-172-220, do not report students who reside in another state or country. See WAC 392-137-115 for a definition of student residence.
  3. **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.
  4. **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).
  5. **Other** - Students served by another school district while in a hospital or a substance abuse treatment center.
  6. **Alien Students on F-1 Visas** - Normally, "foreign exchange students" do not come into the country on F-1 visas. However, U.S. immigration law requires foreign students on F-1 visas to pay the full cost of their education, and school districts are required by the federal government to collect this tuition from the student. Because no tuition-paying student is reportable for state funding, do not report such student for any state or federal funding. Refer to SPI Bulletin No. 13-97 Curriculum and Assessment dated March 4, 1997, for more information.

### **E. Resident and Nonresident Students**

As a general rule, the school district servicing a student performs the clerical task of reporting the student's enrollment and resident and serving district numbers. The content of the resident district number may be the same as or different from the serving district number.

Except for special education, state funding flows to the district reported as the serving district. State special education funding flows to the **resident** school district regardless of the serving district. Interdistrict agreements are needed to compensate the special education services provided by the serving district if the serving district is not also the resident district.

For Forms P-223, P-223H, and P-223S reporting purposes, students from other school districts served through interdistrict cooperation programs or agreements are reported as nonresident students. All other students are reported as resident students. In either case, ***the district providing the instructional staff services performs the clerical task of reporting the student. The content of the resident district number may be the same as or different from the serving district number.***

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Interdistrict cooperation agreements should address coordination of reporting of students to ensure that a student is not reported for more than 1.00 FTE and that the resident and serving district numbers are reported correctly. Such agreements are no longer filed with this agency but must be available at the school district office for audit.

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

- a. Students who reside in the serving district. Student residence is defined in WAC 392-137-115. The school 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.
- b. Nonhigh school students and all other students who reside in a school 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.
- c. Students from another school 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 non-resident school district of enrollment for state apportionment and all other purposes.”
- d. Students who reside on certain federal lands contiguous to the school district.
- e. For bilingual enrollment reporting purposes, students involved in a K–12 bilingual education program.
- f. For ancillary services reporting purposes, private school and home-based students receiving ancillary services.

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

- a. Students residing in other school districts and receiving ***instructional services*** through interdistrict cooperation programs or agreements. This includes skills centers, vocational education, special education, alternative, and other cooperatives. Particular care should be taken in reporting such a student served by instructional staff from two school districts.
  - Both districts may report a partial FTE for the student on Form P-223. Coordination between districts is important to ensure that the total FTE reported for a single student does not exceed 1.00 FTE in any month or 1.00 annual average FTE in any year unless the student is attending a skills center in one of the districts. A skills center student may be reported for a combined total of no more than 1.6 FTE (WAC 392-121-136).
  - Only one district may report the special education student headcount on Report P-223H. The district providing a majority of special education services, measured in terms of time or cost, should report the student so that the student is not double-counted in the special education allocation calculations.

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**Example:** District A provides special education services for a resident of District B under an interdistrict cooperation 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 on Form P-223.

- b. Students residing in other school districts and receiving **support services only** (and not instructional services) through interdistrict cooperation programs do not have to be reported by the district providing support services where the extent of services provided jointly does not warrant splitting the FTE for reporting purposes. Such a student should be reported by the district providing the instructional services.

### **F. Other Residency Issues**

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

- Resides in the school district.
- Resides in a school district not carrying the grade for which the person is eligible to enroll (e.g., a nonhigh school district).
- Lives on certain federal lands contiguous to the school 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 392-172-220. 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.

### **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). School districts may claim state funding for services provided by the district to 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 school district staff on school grounds or on sites controlled by the school district 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 school district staff on school grounds or is enrolled in district classes can be reported. The time that the student is instructed or supervised by the parent cannot be reported.

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- 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 computation of FTE, see Section 5.J.
  - Refer also to Section 6.L. regarding extracurricular and before and after school activities.

### **H. Learning Center Students**

Although state categorical funding for learning centers was discontinued beginning in the 1993–94 school year, basic education funding can still be claimed for learning center students on Form P-223. Bilingual and special education funding for learning center students can be claimed by including eligible students on Forms P-223 and P-223H.

### **I. 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 as of midnight August 31 of the year of entry, pursuant to chapter 180-39 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 as of midnight August 31 of the year of entry, or who meet the requirements for kindergarten experience qualification for first grade, pursuant to chapter 180-39 WAC.
- **Exceptions** - School districts may adopt regulations that provide for individual exceptions to the uniform entry qualifications established by chapter 180-39 WAC. See RCW 28A.225.160.
- **Other Grades** - Other grade level definitions are determined by the school district.

### **J. Full-Time Equivalent Student Calculation**

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

#### **1. Full-Year Full-Day State Funded Kindergarten**

The Legislature established a state funded, full-day kindergarten program for qualifying buildings. For each kindergarten student enrolled in a full-year full-day state funded kindergarten program, report 1.00 FTE if the student enrolls for 20 hours or more per week. Report these students on the Full-Day State Funded Kindergarten line Form P-223. Districts need to remember to report headcount for the full-year full-day state funded kindergarten.

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**Example:** A kindergarten student is enrolled for four and one-half 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 line Full-Day State Funded Kindergarten line on Form P-223.

## 2. Full-Year Half-Day Kindergarten

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

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

**Example:** A kindergarten student is enrolled for four and one-half hours a day, five days per week September through June in a full-day kindergarten program that is not in a qualified (approved) school. Report only 0.50 FTE and 1 headcount on the Half-Day line of on Form P-223.

## 3. First Through Twelfth Grade

For each first through twelfth 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 an FTE determined by dividing the hours enrolled by the minimum hours for the student's grade level, as shown in the following:

- **Primary** (Grades 1–3): 20 hours each week or 4 hours (240 minutes) each scheduled school day.
- **Elementary** (Grades 4–6): 25 hours each week or 5 hours (300 minutes) each scheduled school day.
- **Secondary** (Grades 7–12): 25 hours each week or 5 hours (300 minutes) each scheduled school day.

**Example 1:** A first grade student is enrolled five and one-half hours per day five days per week. Report 1.00 FTE on Form P-223.

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**Example 2:** A fourth 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 school district. Resident district would report 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.

$5 \text{ hrs/day} \times 5 \text{ dys/wk} = 25 \text{ hrs/wk}$   $25 \text{ hrs/wk} \div 25 \text{ hrs/wk/FTE} = 1.00 \text{ FTE}$   
 $2 \text{ hrs/day} \times 5 \text{ dys/wk} = 10 \text{ hrs/wk}$   $10 \text{ hrs/wk} \div 25 \text{ hrs/wk/FTE} = 0.40 \text{ FTE}$   
 $= 3 \text{ hrs/day} \times 5 \text{ dys/wk} = 15 \text{ hrs/wk}$   $15 \text{ hrs/wk} \div 25 \text{ hrs/wk/FTE} = 0.60 \text{ FTE}$

**Example 3:** An eleventh grade student is enrolled in high school classes for two hours a day, five days per week and also attends college Running Start classes. Report: 0.40 FTE  $((2 \times 5) \div 25)$  for eleventh grade on Form P-223. (Report Running Start enrollment separately as described in Section 6.G.)

**Example:** A twelfth 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  $((45 + 90) \div 300)$  FTE for twelfth grade on Form P-223.

#### 4. Passing Time and Block Periods of Instruction

WAC 392-121-122 provides flexibility to school districts that utilize block periods of instruction. Total hours are inclusive of class periods and normal class change passing time, but exclusive of time for meals. Each hour counted shall contain at least 50 minutes of instruction or supervised study provided by appropriate instructional staff so long as students are ultimately under the jurisdiction of school staff for the equivalent of 60 minute hours. Passing time included in class hours must be part of the scheduled school day.

**Example:** A skills center schedules a block period of 150 minutes of instruction followed by a 30-minute bus ride (passing time under the jurisdiction of school staff) back to the resident school district each day. The total is 180 minutes or  $(180 \div 60) = 3$  hours. The district may report 0.6  $(3 \div 5)$  FTE, because there are at least 150  $(3 \times 50)$  minutes of instruction.

School districts may claim one hour of instruction provided that each hour shall contain at least 50 minutes of instruction. The purpose of recognizing the 50 minutes of instruction is to provide flexibility to school districts as long as 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. This flexibility allows districts to schedule 50 minute classes with associated passing time up to 10 minutes. To the extent that a school district does not schedule the full 10 minutes of passing time for each 50 minutes of instruction, the school district may utilize this unused allowed passing time elsewhere in the school day for other scheduled services to students.

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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 district schedules class time of 50 minutes and passing time of 5 minutes. The 30 minutes of allowed passing time not being used as such (6 periods x 5 minutes) is scheduled between 1<sup>st</sup> and 2<sup>nd</sup> periods for non-instructional activity.

The total time that would be used in the calculation of FTE for this class would be 60 minutes ( 50 minutes of instruction + 5 minutes of passing time + 5 minutes of associated passing time used elsewhere within the school day). The district would calculate this class time as a .20 FTE.  
 $(50 + 5 + 5) / 300 = .20$  FTE

**Example 2:** A school district schedules class time of 50 minutes and passing time of 5 minutes. The allowed, unused 5 minutes of passing time is not scheduled elsewhere in the school day.

The district would calculate this class time as a 0.18 FTE.  
 $(50 + 5) / 300 = 0.18$  FTE

**Example 3:** A school district schedules class time of 57 minutes and passing time of 10 minutes.

This class time would be calculated as a 0.22 FTE.  
 $(57 + 10) / 300 = .22$  FTE

### Before and After School Passing Time

School districts may include before and after school passing time if the following conditions are met:

1. The passing time is supported by a published schedule and/or other communication to students, staff and community.

**AND**

2. Students are expected to be present during the scheduled passing times.

**AND**

3. 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.

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

Alternative learning experience rules permit off campus and non-seat time instruction to be claimed for state funding. Refer to WAC 392-121-182 and Section 6.I. of this handbook for further information.

## **6. Instruction Provided Under Contract**

When a school district contracts with an entity other than a school district to provide instruction, hours of such instruction may be counted in determining a student's FTE and state funding if the requirements of WAC 392-121-188 are met or if the student is a special education student served under contract pursuant to WAC 392-172-220.

7. Hours include class change passing time but do not include time for meals.

8. The FTE of Running Start students is calculated separately for high school and college enrollments. See Section 6.G. for additional instructions.

## **K. Limitations on Enrollment Counts**

Pursuant to WAC 392-121-136, no student, including a student enrolled in more than one district or one building, 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 or one building, can be counted as more than 1.00 annual average FTE (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.

### **Exceptions:**

1. 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 Running Start FTE at the college.
2. If a student enrolls in both a high school and a skills center, they may be claimed up to a total 1.60 FTE based upon their enrolled hours. The 1.00 FTE limit applies separately to the high school FTE and the skills center FTE.

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**Example 1:** A student is enrolled in the skills 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 skills center

0.60 – for the high school

**Example 2:** A student is enrolled in high school six hours a day, five days a week and also is enrolled in the skills center three hours a day, five days a week.

The student's FTE would be split as follows:

0.60 – for the skills center

1.00 – for the high school

Note: When a student's enrollment exceeds the 1.60 overall FTE limit, local agreements may designate a split in FTE between a skills center and the high school district so long as the enrollment claimed for the skills center nor the high school does not individually exceed the 1.0 FTE limit.

3. No kindergarten student, including a kindergarten student enrolled in more than one district, 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.
- Exercise particular care in reporting students served in more than one school building. Also, be careful in reporting students served by more than one school district. The combined enrollment must not exceed the limitations above. If a student is reported by two school districts, an interdistrict agreement is encouraged where both districts agree on how to split the FTE reported on Form P-223.
- If a student temporarily enrolls in the education component of a drug and alcohol treatment program operated by another school district, the districts must agree on which district 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 may include the student on Form P-223 for that count date. 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.

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## SECTION 6. TYPES OF ENROLLMENT

### **A. Basic Education**

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

1. The student must be an enrolled student of the district on the count date. See Section 5.B.
2. The student must be enrolled in a course of study. See Section 5.C.
3. 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 3 age categories: birth through age 2, 3- to 5-year-olds not yet enrolled in kindergarten and K through 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. Age and reporting category is determined as of midnight August 31 and the reporting category does not change during the year. See examples below. Special education enrollment is reported for students meeting all of the following requirements on the count date, pursuant to WAC 392-122-135(2):

1. The student is an enrolled student of the school district.
2. As of midnight August 31, the student is age 3–21 and has a current individualized education program (IEP) OR as of midnight August 31, the student is age birth through 2 and is being served in conformity with an individualized family service plan (IFSP) per Part C – WA ITEIP requirements (WAC 392-172-030).
3. The student has been reevaluated every three years.
4. The student is currently receiving special education or related services as defined under WAC 392-172-045 and 055.

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

**Limitations on Enrollment Counts** - Report only enrolled and properly identified students. Counts should include students placed in nonpublic school agencies on a contractual basis by the school district. 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:

1. The IEP complies with federal and state procedural requirements.
2. The delivery of specially designed instruction complies with state standards (regularly scheduled teaching or training activities provided or designed by special education-qualified staff).
3. Areas for the provision of special education services conform with areas of need identified in the student's evaluation made pursuant to WAC 392-172-10905.

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4. 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: birth through age 2 (0–2), 3- to 5-year-olds not yet enrolled in kindergarten (3–5), and 5-year-olds enrolled in kindergarten to age 21 (5–21). Determine the student’s age **as of** 12 midnight, August 31, 2007. The age reported may differ from the actual age of the student on the count date.

**Example:** A student who turns 3 on January 20 is still reported in the age 0–2 category for the months of February through May.

**Basic Education Funding for Special Education Students:** Special education students who are under the age of eligibility for entry to kindergarten 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.

Full-time equivalent for 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 392-172 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 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. Bilingual**

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

### **D. Vocational**

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

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**“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.
- Vocational FTE for middle school/junior high (7<sup>th</sup> – 8<sup>th</sup> grades) school is only reported for districts with a state-approved vocational program.
- Vocational FTE for a secondary (9<sup>th</sup> – 12<sup>th</sup> grades) school is only reported for districts with a state-approved vocational program.
- The FTE for a vocational student is based upon the average minutes per day in a state-approved vocational course (300 minutes/day equals 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, the district shall report only a portion of the class time 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 full-time equivalent enrollment.

**Example:** A district offers five 50-minute periods of instruction with five minutes of pass time. A full-time student is enrolled in two periods of 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:** A district offers a vocational class meeting three days per week for 95 minutes with five minutes of pass 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.

### **E. Vocational Skills Center**

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

The 2007 Legislature approved 2SSB 5790. Section three of this bill allows for students enrolled in classes at the skills center and at a high school to be reported for a maximum combined 1.6 FTE. A student’s resident high school FTE cannot exceed 1.00 and the student’s skills center FTE cannot exceed 1.00 (WAC 392-121-136). It is

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imperative that the skills center and the resident district collaborate to ensure that the student is not reported for more than the allowable FTE.

### **F. Work Based Learning**

WAC 392-121-124 defines the FTE calculation for work based learning:

**WAC 392-121-124 Full-Time Equivalent Enrollment for Work Based Learning.** For work based learning provided pursuant to WAC 392-410-315, a student's full-time equivalent shall be determined as follows:

(1) For cooperative work based learning experience, in accordance with WAC 392-410-315(1)(g), divide the student's hours of work based learning for the month by two hundred; for example: forty hours of cooperative work based learning equals two tenths of a full-time equivalent ( $40 \div 200 = 0.20$ ). For instructional work based learning experience, in accordance with WAC 392-410-315(1)(f) and 296-125-043 (4), divide the student's enrolled hours of work experience for the month by one hundred; for example: twenty hours of instructional work experience equals two tenths of a full-time equivalent ( $20 \div 100 = 0.20$ ). Enrollment exclusions in WAC 392-121-108 apply to instructional work based learning enrolled hours.

(2) Estimated or scheduled hours of cooperative work based learning may be used in determining a student's full-time equivalent on an enrollment count date: Provided, that the combined monthly hours reported for the school year shall not exceed the student's actual hours of work based learning documented on the student's work records and maintained by the school district for audit purposes. Instructional and cooperative work based learning during June of the regular school year shall be included in the May enrollment count.

(3) Work based learning provided as part of a state approved career and technical education program qualifies for enhanced vocational funding and may be included in determining a student's vocational full-time equivalent enrollment.

(4) No more than three hundred sixty hours of cooperative work based learning may be claimed for funding for each credit a student pursues as reported on the student's transcript. No more than one hundred eighty hours of instructional work based learning may be claimed for funding for each credit a student pursues as reported on the student's transcript.

(5) Funding may be claimed only for work based learning hours that occur after the work based learning plan, work based agreement, program orientation and new employee orientation, as defined in WAC 392-410-315, are completed.

Follow WAC 392-410-315 to define the two categories of work based learning, cooperative and instructional:

- Instructional work based learning hours are treated consistent with other enrolled class hours. The monthly enrolled instructional work based learning hours are divided by 100 to determine the student FTE that may be claimed for funding.
- The actual monthly cooperative work based learning hours are divided by 200 to determine the student FTE that may be claimed for funding.

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The number of hours that may be claimed for each credit the student pursues is limited. The limit is 360 hours for each credit of cooperative work based learning experience and 180 hours for each credit of instructional work based learning experience.

Work based learning hours reported for funding are limited to those that occur after a student learning plan has been completed, the district has an agreement with the workplace, and the student has received a program and workplace orientation.

**Example:** 360 hours of cooperative work based learning experience is equivalent to 180 hours of class. For a student performing 40 hours of work based learning experience per month, the FTE equivalent is calculated as follows:  
 $40 \div 360 \times 180 = 20 \text{ hrs class time} \div 100 = 0.20 \text{ monthly FTE.}$

**Example:** A student obtains employment in the fall. In January the student enrolls in a work based learning program at his high school. Can the school revise the fall enrollment reported to reflect the student's work hours? No. Funding may be claimed only for work hours that occur after the work based learning agreement is complete .

### **G. Running Start**

All community and technical colleges may participate in the Running Start program. School districts must enroll eligible eleventh and twelfth grade students who request attendance in courses at these colleges.

Central Washington University, Eastern Washington University, and Washington State University participate in Running Start only if they choose to offer the program. A student is eligible to enroll in courses in these universities through the Running Start program only if the student's school district has also elected to participate in the program.

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 district eleventh and twelfth grade students who are enrolled in the school district to earn high school and college credit concurrently.

Chapter 392-169 WAC limits enrollment in a community or technical college to the fall, winter, and spring quarters and does not allow enrollment for the summer quarter.

Colleges/universities report Running Start enrollments on Form P-223RS to the school districts from which students earn high school graduation credit. School districts report

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Running Start enrollments to OSPI on Form P-223. OSPI allocates state basic education moneys to school districts for transmittal to colleges/universities.

Running Start enrollments should not be confused with direct-funded technical college students described in Section 6.H.

**College/University Reports to the School District:** Instructions for Form P-223RS are included in the annual School Apportionment and Financial Services Running Start memo. This memo outlines running start enrollment reporting for the 2007–08 school year. Colleges may use alternative monthly report forms if the information required on Form P-223RS is included and the report is signed by the authorized college/university official. Faxed reports are permitted if acceptable to the school district. The report is due at the school district on or before the eighth of each month. Colleges are to report individual student headcounts and the vocational and nonvocational FTE for each student. Questions about the data reported by a college should be pursued with the college.

**School District Reports to OSPI:** After reviewing the college’s report, the district reports running start enrollments separately on Form P-223, broken down by vocational and nonvocational enrollments. Running Start count dates are the first college or university day of the months October–June for all colleges/universities except Washington State University. For Washington State University the count dates are the first university day of the months September through May; however, for reporting purposes, restate the enrollment months as October through June.

School districts are responsible for tracking separately those “college only” students (i.e., attending college Running Start courses, but not classes provided by the school district) and those students attending courses at both the college/university and the school district.

**FTE Calculation:** For purposes of determining state Running Start basic education monies under WAC 392-169-025, enrollment must be in college or university level courses. The FTE for Running Start enrollment on each count date is determined as follows:

- If enrollment is in courses for which college quarter credit hours are awarded, enrollment in 15 or more quarter credit hours equals 1.00 FTE. The FTE for less than 15 quarter credit hours equals the number of quarter credit hours divided by 15.
- If enrollment is in courses for which college semester hours are awarded, enrollment in 15 or more semester credit hours equals 1.00 FTE. The FTE for less than 15 semester credit hours equals the number of semester credit hours divided by 15.
- If enrollment is not in courses for which college quarter or semester credits are awarded, and the course is a college or university level course, determine the FTE based on hours of enrollment divided by the minimum of 25 hours per week, as provided in WAC 392-121-122.

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**Exception to the 1.00 FTE Limit:** The 1.00 FTE limit described in Section 5.J. applies separately to the high school FTE and the Running Start FTE. The 1.00 FTE limit applies to a student's combined nonvocational and vocational Running Start FTE. A student's high school FTE cannot exceed 1.00 and the student's college Running Start FTE cannot exceed 1.00. However, the student's combined high school and Running Start FTEs can exceed 1.00 (WAC 392-121-122 and 392-121-136).

**Example:** A twelfth grade Running Start student is enrolled in high school classes for two hours per day and in ten quarter credit hours of nonvocational college courses. Report 0.40 ( $10 \div 25$ ) twelfth grade FTE and 0.67 ( $10 \div 15$ ) Running Start nonvocational FTE.

**Example:** An eleventh grade student is enrolled in 18 quarter credit hours of college Running Start courses and no high school classes. Report 1.00 Running Start nonvocational FTE.

**Example:** A twelfth grade student is enrolled in a technical college for ten credit hours of vocational courses and seven credit hours of nonvocational courses. The student is not taking a high school class. Report no FTE in the twelfth 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.

#### **H. Direct-Funded Technical College Students**

Technical colleges may receive funding directly from OSPI for students served under an interlocal agreement pursuant to RCW 28B.50.533. The technical college shall report only students who were under 21 at the beginning of the school year, are enrolled tuition free, are enrolled in a school district with which the technical college has a signed interlocal agreement on file with OSPI, are enrolled in the school district for the purpose of earning a high school diploma or certificate, and have actually participated in instructional activity during the current school year. Enrollments claimed for state basic education funding by the technical college shall be for courses for which the student is earning high school graduation credit through the school district or the technical college.

Direct-funded enrollment is reported by the technical college on Form P-223TC to the ESD and **is not reported by the school district**. However, the technical college may choose to continue to receive allocations through the school district, in which case the school 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 School Apportionment and Financial Services Direct Funded Technical College Memorandum.

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

An alternative learning experience is an individualized course of study conducted by the school district as defined in WAC 392-121-107(1)(b). Alternative learning experience

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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 complete text is not included here but is available on the OSPI Web site at:

<http://www.k12.wa.us/AlternativeEd/ProgramImplementationGuidelines/default.aspx>  
Section (5) Enrollment Reporting reads:

**(5) Enrollment reporting:** Effective the 2005–06 school year, the full-time equivalency of students enrolled in alternative learning experience programs shall be determined as follows:

(a) Using the definition of full-time equivalent student in WAC 392-121-122 and the number of hours the student is expected to engage in learning activities as follows:

(i) On the first enrollment count date on or after the start date specified in the written student learning plan, the estimated average weekly hours of learning activity described in the written student learning plan;

(ii) On subsequent monthly count dates, if the student's progress review pursuant to subsection (6) of this section indicates satisfactory progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the student learning plan;

(iii) If the student's progress review indicates a lack of satisfactory progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student learning plan, and the actual number of hours the student engages in learning activity pursuant to the written student learning plan shall be documented during the ensuing month. Documented hours shall encompass only time spent on those learning activities intended to accomplish the learning goals and performance objectives identified in the written student learning plan, shall meet the following criteria and shall be verified by district staff:

(A) Those hours of classroom instruction provided by school staff;

(B) Those hours of work based learning calculated in accordance with WAC 392-121-107 (1)(f);

(C) Those hours of learning activity other than those specified in (a)(iii)(A), (B) and (D) of this subsection that are conducted and supervised by the student's parent(s) or guardian, or other person as designated by the written plan; and

(D) Those hours that the student participates in learning activities other than those specified in (a)(iii)(A), (B) and (C) of this subsection. If the student is in grades K–8, such learning activity shall be supervised by the student's parent(s) or guardian or other person designated by the written student learning plan;

(iv) On subsequent monthly count dates, if the student's progress review indicates a lack of satisfactory progress, the student's full-time equivalent shall be based on the actual average weekly hours of learning activity documented during the prior month;

(v) Enrollment of part-time students shall be subject to the provisions of RCW 28A.150.350, and shall generate the pro rata share of full-time funding.

(b) The enrollment count shall exclude students meeting the definition of enrollment exclusions in WAC 392-121-108 or students who have not had direct personal contact with school staff for twenty consecutive school days. Any such student shall not be counted as an enrolled student until the student has met with appropriate school staff and resumed participation in their alternative learning experience or participated in another course of study as defined in WAC 392-121-107;

(c) School districts providing alternative learning experiences to nonresident students shall document the district of the student's physical residence, and shall

establish procedures that address, at a minimum, the coordination of student counting for state funding so that no student is counted for more than one full-time equivalent in the aggregate.

The chart on the following page is intended as a guide to calculating FTE. Further ALE information can be found on the Alternative Education home page on the OSPI Web site at: <http://www.k12.wa.us/AlternativeEd/default.aspx>.

**2005–06 Alternative Learning Experience Rules**  
**Sample Student Enrollment Reporting and Progress Review Process**  
**This is intended as a summary; see the full text of the rules for complete details.**

Date	Process/Event	Results
<b>Prior to the first Count Date. (This example uses September 7.)</b>	Student learning plan is developed. Each student enrolled in an alternative learning experience course of study shall have a <b>written</b> student learning plan designed to meet the student's individual educational needs.	Written Student Learning Plans <b>must</b> meet the following minimum criteria: <ul style="list-style-type: none"> <li>· Include beginning and end date.</li> <li>· Set an estimate of the average number of hours per week student will engage in learning activities to meet the requirements of the learning plan.</li> <li>· Specify how weekly contact requirements will be met.</li> <li>· Include learning goals and objectives.</li> <li>· Identify essential instructional materials.</li> <li>· Include timelines and methods of evaluation.</li> <li>· Be developed and monitored by <b>certificated staff</b>.</li> <li>· Include connection with EALRs and graduation requirements.</li> </ul>
<b>September 7</b>	Effective Date of Plan, Count Date	FTE is based on estimated average weekly hours in learning plan.
<b>During September</b>	Progress Review	Progress is satisfactory or not satisfactory; If not satisfactory, the district must keep track of actual hours in October.
<b>October 1</b>	Count Date	FTE continues to be based on estimated average weekly hours in learning plan.
<b>During October</b>	Progress Review	Progress is satisfactory or not satisfactory. If not satisfactory for the second consecutive month: <ul style="list-style-type: none"> <li>· Develop intervention plan.</li> <li>· Continue to keep track of actual hours in November.</li> </ul>
<b>November 1</b>	Count Date	If <b>satisfactory</b> progress at October review, FTE continues to be based on estimated average weekly hours in learning plan. If <b>not satisfactory</b> progress at October review for second consecutive month, FTE is based on actual average weekly hours from October.
<b>During November</b>	Progress Review	Progress is satisfactory or not satisfactory. If not satisfactory for the third consecutive month: <ul style="list-style-type: none"> <li>· Develop and implement more appropriate plan.</li> <li>· Continue to keep track of actual hours in December.</li> </ul>
<b>Annually</b>	All students are assessed	Full-time students are assessed using state assessments. Part-time students are assessed using state assessments unless they are exempted by law (students receiving home-based instruction and students enrolled in approved private schools).

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### **J. Nonstandard School Year Enrollment**

See RCW 28A.150.420 and WAC 392-121-123 and 133 for rules. School districts providing instruction during the months of June, July, and August may claim basic education support on Form P-223S if all of the following requirements are met:

1. The student is enrolled tuition free in a course of study, as defined in Section 5.C., that meets basic education requirements.
2. Nonstandard school year enrollment is in lieu of enrollment during the regular school year for which the student was eligible to enroll, inclusive of enrollment in a private school or home-based instruction.
3. The student's nonstandard school year enrollment, when combined with the enrollment in the first nine months of the school year including enrollment in private school or home-based instruction, does not exceed the limitations on enrollment counts described in Section 5.K.
4. The enrollment is not claimed for separate summer skills center funding.
5. The enrollment in a community or technical college is not in a Running Start program. See WAC 392-169-055.

Separate state funding is also provided for summer skills center enrollment. Such enrollment is not reported on Form P-223S. Summer skills center enrollment is reported directly to the Career and Technical Education section of this agency and is not part of this handbook. Reporting of skills center enrollment on Form P-223S only occurs when other state funding is not being received.

The enrollment reported on Form P-223S is an **Annual Average FTE (AAFTE)**, not a monthly FTE as reported on Form P-223. Nine hundred (900) hours of enrollment equals 1.00 AAFTE. Report AAFTE Enrollment on Form P-223S using the following six steps:

1. For each student, determine the AAFTE of the student for September through May. Determine the student's FTE enrollment on each of the nine count dates of the school year, including enrollment reported by other school districts, enrollment in a private school or enrollment in home-based schooling, and divide the result by nine. If applicable to this student, add any hours of attendance from Form P-240 divided by 900.

**Example:** A student was home-schooled from September through February. On March 1 the student enrolled in the school district for the remainder of the school year. This student's September to May AAFTE equals 1.00 ( $9 \div 9$ ). (This student cannot be reported on Form P-223S.)

**Example:** 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 seven months. This student's September to May AAFTE equals 0.78 ( $7 \div 9$ ). (Up to 0.22 ( $2 \div 9$ ) AAFTE can be reported on Form P-223S if additional instruction is provided.)

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2. Determine the student's nonstandard school year AAFTE enrollment by dividing the student's hours of nonstandard school year attendance (not included in step 1 above) by the annual average FTE hours for the student's grade level as defined in WAC 392-121-122.

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

3. Determine each eligible student's combined AAFTE by summing the AAFTE calculated in steps 1 and 2 above.
4. Evaluate the combined AAFTE from step 3 as follows:
  - 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 on Form P-223S.

**Example:** A student's September through May 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 May AAFTE calculated in step 1 from 1.00\* and report the result in the appropriate grade group on Form P223S.  
\* For kindergarten students the AAFTE limit is 0.50.

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

5. Round the AAFTE to two decimal places as shown in the examples above.

**Example:** The school district operates a nonstandard 180-day school year for some students. These students are reported on Form P-223 for seven months during November–May and are served full-time in June and July. Such students can be reported for a maximum of 0.22 ( $2 \div 9$ ) AAFTE on Form P-223S.

6. If the enrollment is in a state-approved vocational secondary course, also report the AAFTE in the vocational-secondary AAFTE box on Form P-223S. If the enrollment is in a state-approved skills centers course and is not claimed for state summer skills center funding, also report the AAFTE in the skills center AAFTE box on Form P-223S.

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### **K. State Institution Enrollment**

See WAC 392-122-221. State institution enrollment is reported on Form E-672 and is not reported on Form P-223 or P-223H. Institutions and school districts need to work together to ensure that enrollment reported on Form E-672 is not reported on Form P-223 and vice versa.

To ensure that students are not reported both for institution education funding and for basic education funding, school districts receiving notice that an individual was reported full-time on Form E-672 for a certain count date will need to revise enrollment Forms P-223 and P-223H to exclude this student and/or FTE enrollment for all such count dates. 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. Enrollment reporting 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 school district is notified that the student was actually in the county 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 individual returned to the basic education program on or before the November count date.

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

### **L. 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 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, 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 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, school districts report the actual number of student contact hours of ancillary service for part-time, private school, and home-based students. 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. ***Part-time enrollment by private school or home-based students in regular classroom hours are reported on Form P-223 as a partial FTE.***

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**Enrollment Counts and Limitations:** All enrollments reported on Form P-240 are subject to the following limitations:

1. In no case shall the same enrollment be reported on Form P-240 and any other attendance forms discussed in this bulletin.
2. Report actual hours of service, not estimates. Absences may not be reported.
3. Do not report enrollment in a skills center summer program.
4. Do not report enrollment in a course of study on Form P-240. Part-time enrollment in a course of study should be reported on Form P-223.

The information reported is based upon the actual hours of service and are entered under the month provided. However, these services 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.

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.

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

**Example:** In September, 5 private/home-based 11<sup>th</sup> & 12<sup>th</sup> grade students are enrolled in a class that meets five hours per week. Additionally 10 other 11<sup>th</sup> & 12<sup>th</sup> grade students are provided ancillary services at 1 hour each per week.

On the September count date, the 5 part-time students would be reported on the P-223 as a 1.00 FTE aggregate (5 students x 5 hours weekly ÷ 25 hours per week).

In October, sum the actual hours of ancillary service in September for the 10 other students and report the total hours on the P-240 for September (10 students x 1 hour x 4 weeks = 40 hours).

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

School districts 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.

**N. Home/Hospital (H/H)**

WAC 392-122-140 through 145, WAC 392-172-218 and WAC 392-121-108(1)(b) define home hospital (HH) rules. HH allocations are made in two categories. The distinguishing factor is related to economies of scale for mileage.

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Report weeks of enrollment at sites with a single enrolled student, such as in the student's home or hospital room. Each such week of enrollment generates \$60 in HH program allocations. This allocation includes a factor for mileage.

Report weeks of enrollment at sites with multiple-enrolled students such as in a children's ward of a hospital or a residential treatment center. Each such week of enrollment generates \$55 in HH program allocations.

**Weeks of Enrollment Computations:** Districts should 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 service and began to receive HH services.
2. Determine the last regularly scheduled school day on which the student was both eligible for HH service and received HH services. Eligibility is limited to the dates and number of weeks on the doctor's statement.
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 school district. 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.

Refer to Learning and Teaching Support's home hospital bulletin, issued each August, regarding eligibility for HH services.

### **O. Nonhigh Students**

All districts are either a "high school district" or a "nonhigh school district." Chapter 28A.545 RCW defines a "student residing in a nonhigh school 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 school district enrolling students residing in a nonhigh district pursuant to chapter 28A.545 RCW during the 2007–08 school year and/or planning on enrolling such students in 2007–08 must complete Form P-213. Nonhigh districts sending students to high school districts must review and sign forms initiated by high school districts.

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High school districts complete a **separate P-213 form for each nonhigh district served** and send signed form(s) to the appropriate ESD by **June 10, 2008**. 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 **June 20, 2008**. Forms are due at OSPI by **July 10, 2008**.

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 school districts and levy authority transfers from high school districts to nonhigh districts. Eligibility for local effort assistance (LEA) is also affected.

Because P-213 data affect 2008–09 expenditures and revenues, school districts need P-213 data in July 2008 for use in budget preparation for the 2008–09 school year.

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

1. 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.
2. 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.
3. A student reported full-time on Form P-223 (five hours or more each school day for nine months, September through May) is one (1.00) AAFTE. A student reported on Form P-223 less than five hours per day or fewer than nine months is counted as a partial AAFTE. For example: A student enrolled full-time for three months is counted as 0.33 AAFTE ( $3 \div 9$ ). A student enrolled two hours per day for nine 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 school districts.
- See RCW 84.52.0531 and WAC 392-139-340 for details about levy authority transfers.

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## SECTION 7. THE ENROLLMENT REPORTING FORMS

### Monthly:

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

On each count date the reporting school district or educational service district should complete a separate Form P-223 reporting their enrolled students by their resident school district as discussed in Section 5.E. Electronic extracts of P-223 enrollment are due at the ESD by dates shown in Section 4.E. of this handbook.

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

On each count date, report enrolled and properly identified special education students on Form P-223H. Complete a separate entry row for each resident district served by the reporting school district or educational service district. Electronic extracts of P-223H enrollment are due at the ESD by dates shown in Section 4.E. of this handbook. See Section 6.B. for further information.

### Optional:

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. These forms are used by school districts 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.

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

Districts use Form P-223S to claim enrollment in lieu of attendance during the regular school year. Enrollment reported on Form P-223S is added to September through May P-223 enrollment in determining state basic education funding. Refer to Section 6.J. for information about a student's eligibility for nonstandard school year enrollment and how to calculate FTE.

#### **D. Form P-240, Monthly Attendance Report of Ancillary Services to Part-Time Students Eligible for Basic Support**

School districts use this to claim state basic education funding for ancillary services. See Section 6.L. On Form P-240, the district reports total hours of service which is used to calculate the AAFTE. This is added to the district's September through May P-223 AAFTE enrollment in determining apportionment of state basic education moneys (900 hours of service equals one AAFTE student). State support for these services is provided under RCW 28A.150.350 and WAC 392-121-133. All ancillary service enrollments are treated as resident enrollments of the reporting school district. See Section 6.L. for specific reporting information.

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**E. Form E-525, Report of Final Home and Hospital (HH) Attendance**

This is a year-end report. Form E-525 is used at year-end to report actual HH enrollments for the entire school year. Such enrollments are reported to claim state special education funding for HH services provided to students. **If used, this form is due to OSPI by July 10, 2008.** See Section 6.N. for further information.

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

This is a year-end report. Form P-213 is used at year-end to summarize certain enrollments reported on Form P-223 during the school year. **If used, this form is due at the ESD by June 10, 2008.** Report all students on Form P-213, who are enrolled in a grade in your district that their resident district does not offer. See Section 6.O. for further information.

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## SECTION 8. RELATIONSHIP BETWEEN FORMS

**P-223 Basic enrollment** services to students eligible for basic support are reported on either Form P-223 or Form P-240, **never** both. Full and part-time enrollment is reported on Form P-223 while attendance for ancillary services is reported on Form P-240.

**P-223H Special education** public school, private school, and home-based students can be claimed for special education funding on Form P-223H if they meet the four part-test in Section 6.B. and are receiving special education services from the public schools. These students are also reported on Form P-223 based on their enrolled hours.

**P-223S Nonstandard school year.** See Section 6.J. The following services are not reported on Form P-223S:

- Basic education enrollment reported on September through May monthly count dates on Form P-223.
- Ancillary services provided to part-time, private school, and home-based students.

**P-213 Nonhigh students** reported by a high school district for state basic and/or special education funding on Forms P-223, P-223H, and P-223S are reported on Form P-213. See Section 6.O.

**P-240 Ancillary services** to home schooled or private schooled students are reported on Form P-240. Form P-240 should only report ancillary services provided as defined in WAC 392-134-005. Part-time enrollment in a class (a course of study) is **not** reported on this form. Part-time enrollment in a class is included with other basic education enrollment on Form P-223. When special education students are eligible to be reported on Form P-223H, do not use Form P-240 for their basic education funded enrollment; use Form P-223 instead. See Section 6.L.

**E-525 Home/hospital.** See Section 6.N. The following limitations apply:

- Home and hospital (HH) services should be reported on Form E-525, not on Form P-223.
- Students receiving HH services may be reported on Form P-223 for up to two consecutive count dates while absent from regular attendance.
- Students receiving HH services are not also reported on Form P-223H except as permitted pursuant to WAC 392-122-135.

**CSRS Core Student Records System (CSRS).** The CSRS does not currently capture P-223 information or drive state apportionment funding to the school districts.

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## SECTION 9. HOW TO REVISE REPORTED ENROLLMENT

In general, submit revised enrollment reports when errors are found, at any time prior to completion of the audit for the school year. However, after completion of the audit, revisions can only be made as part of the audit resolution process. After the close of the school district year, refer to WAC 392-117-045 for the rules on submitting corrections to enrollment and other data that affects state apportionment. Specific guidelines are below.

### Submit Revised Reports As Follows:

1. During the current school year, submit revisions with the extract for the next month's enrollment. Submit revisions electronically by revising the data in the Educational Data System (EDS) for the month, submitting that data, and notifying the ESD of the revision. Be sure to keep signed revised reports in your records.
2. After the last extract of the school year (for the 2007–08 school year this is August 11, 2008) but before December 3, submit revisions to the ESD electronically, making sure to notify the local ESD of the changes. Revisions after December 3 must be on paper forms submitted to the ESD clearly identifying the enrollment reported year to date and the revised numbers. All revisions must be signed by the school district superintendent or authorized official. Changes done after August 11 will not be included in the district's levy calculation.
3. During the audit of data, districts submitting revised data must provide a copy of revisions to the state auditor. "During audit" means between the entrance conference and the exit conference held by the state auditor with district staff as part of the district's regular financial and state compliance audit. This may happen every year or less often depending on the district's audit cycle.
4. After completion of the audit by the state auditor, the school district reports revisions only 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 staff as part of the district's regular and financial audit. This may happen every year or less often depending on the district's audit cycle.

### Notes:

- Districts submitting revisions electronically must print revised Reports 1251 or 1735; the reports must be signed and retained for audit.
- Districts submitting paper reports are to submit revisions to the appropriate ESD on a signed form.
- Revisions result in recalculation of state apportionment. Revisions made after the end of the school year appear as prior year adjustments in apportionment payments for the next school year.
- A suggested methodology for submitting corrections is to print the district's current report for enrollment being revised, such as Report 1251 for basic enrollment, and show revisions on it.

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## SECTION 10. DOCUMENTATION OF ENROLLMENT AND RETENTION OF RECORDS

Because enrollments reported on Forms P-213, P-223, P-223H, P-223S, P-240, and E-525 generate state moneys, school districts must retain supporting documentation for audit.

School districts must maintain the following documentation:

- Signed 1251 reports that include each month's electronic P-223, P-223S, and P-240 basic education enrollment submission.
- Signed 1251H reports that include each month's electronic P-223 bilingual enrollment submission.
- Signed 1735 reports showing each month's electronic P-223H special education enrollment submission.
- According to WAC 392-121-182 (9), records for alternative learning experience students must include:
  - School board policy for alternative learning experience.
  - Annual reports to the school district board of directors.
  - Annual reports to OSPI.
  - Written student learning plans with an estimated number of hours per week.
  - Documentation of weekly contact time between student and certificated instructor.
  - Documentation of evaluations, assessments, and monthly progress reviews for each student.
  - Student enrollment detail substantiating full-time equivalent enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress.
  - Signed parent enrollment disclosure documents.
- Records for work based learning students that document actual hours of work experience used to calculate FTE enrollment and/or vocational education enhancement funding FTE.
- 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.
- Supporting documentation of monthly enrollment counts must be sufficient to substantiate compliance with enrollment reporting rules and instructions. Documentation must support that the student was enrolled and had attended within the last 20 consecutive school days (Oct – May counts) and within the first 4 days of September. Documentation of enrollments must support the Headcount/FTE reported by the district 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.
  - District calculation of FTE for individual schools or programs.
  - 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 for the school district. 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 school district enrollment records. See their Web site at: <http://www.secstate.wa.gov/archives/gs.aspx> for further information.

<b>RECORDS</b>	<b>RETENTION PERIOD</b>
Attendance cards (or other evidence of attendance such as documentation of alternative learning experience hours).	3 years
Daily attendance reports	Until the State Auditor's Office audit of the school year is complete.
Enrollment reports	Until the State Auditor's Office audit of the school year is complete.

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## SECTION 11. COUNTY NUMBERS

County numbers required on enrollment forms are listed below:

01 Adams	11 Franklin	21 Lewis	31 Snohomish
02 Asotin	12 Garfield	22 Lincoln	32 Spokane
03 Benton	13 Grant	23 Mason	33 Stevens
04 Chelan	14 Grays Harbor	24 Okanogan	34 Thurston
05 Clallam	15 Island	25 Pacific	35 Wahkiakum
06 Clark	16 Jefferson	26 Pend Oreille	36 Walla Walla
07 Columbia	17 King	27 Pierce	37 Whatcom
08 Cowlitz	18 Kitsap	28 San Juan	38 Whitman
09 Douglas	19 Kittitas	29 Skagit	39 Yakima
10 Ferry	20 Klickitat	30 Skamania	

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## SECTION 13. APPENDIX

### **Paper Forms**

The following enrollment reporting forms have been included in this handbook. These are also available on our Web site at <http://www.k12.wa.us/safs/> under the “Instructions/Enrollment/2007–08” link.

- P-223 - Monthly Report of School District Enrollment Eligible for Basic Support
- P-223H - Monthly Report of School District Special Education Enrollment
- P-223S - Nonstandard School Year AAFTE Enrollment Eligible for Basic Support
- P-240 - Monthly 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 School Districts
- E-525 - Report of Final Home and Hospital Attendance



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**MONTHLY REPORT OF SCHOOL DISTRICT  
 ENROLLMENT ELIGIBLE FOR BASIC SUPPORT**  
 (See reverse side for instructions)

SERVING DISTRICT NAME	COUNTY NAME	SERVING DISTRICT NO.	ESD NO.	REPORT MONTH
RESIDENT DISTRICT NAME	COUNTY NAME	RESIDENT DISTRICT NO.	YEAR	<b>2007-08</b>

SCHOOL DISTRICT ENROLLMENT				
	(A) Headcount of Individual Students		(B) Full-Time Equivalent (FTE) Students	
	(Column 1) K-12 <sup>1</sup>	(Column 2) R & N <sup>2</sup>	(Column 1) K-12 <sup>1</sup>	(Column 2) R & N <sup>2</sup>
Half-Day Kindergarten				
Full-Day State Funded Kindergarten				
1. First Grade				
2. Second Grade				
3. Third Grade				
4. Fourth Grade				
5. Fifth Grade				
6. Sixth Grade				
7. Seventh Grade				
8. Eighth Grade				
9. Ninth Grade				
10. Tenth Grade				
11. Eleventh Grade				
12. Twelfth Grade				
Total Individuals				

RUNNING START (RS) ENROLLMENT			
Headcount of Individual Students		Full-Time Equivalent (FTE) Students	
Total RS Students <sup>3</sup>	College RS Only <sup>4</sup>	Nonvocational RS <sup>4</sup>	Vocational RS <sup>4</sup>

CATEGORICAL AND ENHANCEMENT PROGRAM ENROLLMENTS			
Bilingual Program <sup>5</sup> Headcount of Individual Students	Vocational 7 <sup>th</sup> & 8 <sup>th</sup> Grade Programs <sup>6</sup> FTE Students	Vocational 9 <sup>th</sup> -12 <sup>th</sup> Grade Programs <sup>6</sup> FTE Students	Skills Center Program <sup>6,7</sup> FTE Students

- FOOTNOTES**
- In Column 1 show total enrollment of the district, including any enrollment shown in Column 2.
  - In Column 2 show enrollment in small school plants judged "remote and necessary" by the State Board of Education.
  - Includes RS students also taking courses at the high school and counted in K-12 above, plus college RS only.
  - These numbers (individuals and FTEs) are not included in K-12 above.
  - Report only total headcount enrolled in a state-approved transitional bilingual instructional program for the reporting period pursuant to WAC 392-160-026.
  - These FTEs are included in K-12 above. Report FTEs only in state-approved vocational courses.
  - The serving district reports the skills center FTE, with each student's resident district identified.

CERTIFICATION	
I hereby certify that all students reflected in this report are properly enrolled students of the school district, 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>

# INSTRUCTIONS FOR COMPLETING FORM SPI P-223

(Complete a separate form for each resident district served by the reporting school district.)

## 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 eight months, October through May. (Reference WAC 392-121-033 and 392-121-119.) Running Start students are 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 15. Reports for October through June are due at the ESD on the tenth calendar day of the month. However, if the due date is a weekend or holiday, reports are generally due on the next workday. See the schedule in Section 4. of the *Enrollment Reporting Handbook* for specific dates.

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

### Purpose

September through May annual average full-time equivalent (AAFTE) enrollments reported on Form P-223 are used to calculate state basic education funding and levy authority transfers from serving school districts to resident school districts. Eligibility for local effort assistance (LEA) is also affected. AAFTE resident enrollments impact calculation of state special education funding.

State funding goes directly to the serving school district 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 but **WILL NOT** be included in the district's levy base for the following year.

### Enrollment Definitions

Report enrolled students participating in courses of study.

- Enrolled student** is defined in WAC 392-121-106.
- Courses of study** are those activities that may be counted in determining enrolled students and student FTE. Courses of study do not include home-based instruction pursuant to RCW 28A.225.010(4). Courses of study include instruction, alternative learning experience, contracting with a higher education institution, National Guard training, ancillary service, work based learning, out-of-state enrollment pursuant to a reciprocity agreement, Running Start, enrollment in a technical college, and contracting with an agency. See WAC 392-121-107.
- Full-time equivalent (FTE) computations.** For each student enrolled in courses of study for at least the minimum hours shown below, report one (1.00) FTE. For each student (except full-year kindergarten students) 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

For each student enrolled in a full-year half-day kindergarten program, report one-half (0.50) FTE if the student was enrolled for ten hours per week or more.

For each student enrolled in a qualifying state funded full-year full-day kindergarten program, report one (1.00) FTE if the student is enrolled for 20 hours per week.

For reporting purposes, these minimum times are construed as annual average hours. 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 no student for more than 1.00 FTE. If a student is enrolled in two school districts, the combined FTE reported by the districts must not exceed 1.00 FTE. The 1.00 FTE limit applies separately to the high school (eleventh or twelfth grade) FTE and the Running Start (college) FTE.

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

### Limitations on Enrollment Counts

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

- Students whose consecutive days of absence exceed 20 school days may not be counted until attendance is resumed, except as follows:
  - A student with a temporary excused absence pursuant to RCW 28A.225.010(d) may be counted for up to two monthly count dates.
  - A student receiving home or hospital service and not otherwise a special education student may be counted for up to two monthly count dates.
  - A special education student receiving home or hospital service may be counted for as long as home or hospital and special education services are provided.
- Prior year students who have not yet attended school this school year.

- Full-time private school or home-based instruction students.
- Students who have dropped out, transferred, been suspended or expelled, or who have met high school graduation requirements by the beginning of the school year.
- Students enrolled in state institutions; i.e., residential habilitation centers, institutions for juvenile delinquents, group homes, and juvenile detention centers. These students are to be reported monthly on Form E-672.
- Students claimed directly by technical colleges. Do not report enrollments in a technical college if the school district approved an interlocal agreement authorizing the technical college to report the enrollments to OSPI and receive funding directly from OSPI.
- Students claimed directly by the University of Washington.

### References

- Annual Enrollment Bulletin available online at: <http://www.k12.wa.us/BulletinsMemos/bulletins2007.aspx>.
- Reported basic education enrollments are summarized on Report 1251.

## DETAILED INSTRUCTIONS

Enter school district name, county, school district number, and ESD number in the boxes provided.

### Resident District

Enter the resident school district name, county, and school district number in the boxes provided.

School districts serving nonresident students must complete a separate P-223 form for each resident school district served.

### School District Enrollment

Report individual headcount and FTE of enrolled students participating in courses of study.

**Include** all special education students served by school district instructional staff. A grade assignment based on chronological age is made for any ungraded special education students. Report a developmentally disabled or communication disordered student under the age of eligibility for entry to kindergarten as a kindergarten student on Form P-223 only if (1) the student was 5 years old at the beginning of the school year and is enrolled 20 or more hours per week or (2) the student attends a regular kindergarten program in addition to the special education program.

### Running Start (RS) Enrollment

Students enrolled in Running Start pursuant to RCW 28A.600.300 through 28A.600.400 are reported separately on Form P-223. Colleges/universities are to report Running Start enrollments to each school district monthly. Running Start enrollments are to be reviewed by the school district and reported on Form P-223 for the months October through June.

"Total RS Students" reported on Form P-223 is the sum of Running Start students claimed in K–12 above (individuals attending high school classes) plus "College RS Only" students (individuals attending only college courses, i.e., attending no classes provided by the school district).

A student enrolled for 15 or more college quarter credits on the count date is counted as 1.00 FTE. A student enrolled for less than 15 quarter credits is reported as a partial FTE (quarter credits divided by 15). If college classes are not based on college quarter credit hours, then 25 or more hours per week of instruction equal one FTE.

A student's RS nonvocational and RS vocational FTE are calculated separately with a maximum combined FTE of 1.00.

Report college nonvocational and vocational FTE students in the spaces provided for Running Start on Form P-223. Do not include these FTEs in the district's eleventh and twelfth grade FTE counts.

### Bilingual Program Enrollment

Report students enrolled in a state-approved transitional bilingual instructional program pursuant to chapter 392-160 WAC. Report the number of students monthly on an individual (headcount) basis.

### Vocational and Skills Center Enrollment

FTE enrollment in state-approved vocational and skills center programs are reported separately for enhancement funding purposes.

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.F. of the *Enrollment Reporting Handbook*.

Middle school/junior high school are grades 7<sup>th</sup> – 8<sup>th</sup>  
Secondary programs are grades 9<sup>th</sup> – 12<sup>th</sup>

### Certification

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



# INSTRUCTIONS FOR COMPLETING FORM SPI P-223H

(Complete a separate entry row for each resident district served by the reporting school district or educational service district.)

## 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 eight months, October through May. 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 17<sup>th</sup>. Reports for October through June are due at the ESD on the tenth calendar day of the month. However, if the due date is a weekend or holiday, reports are generally due on the next workday. See the schedule in Section 4. of the *Enrollment Reporting Handbook* for specific dates.

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 May average resident enrollment reported on Form P-223H is used in calculating state special education funding for each resident school district.

State funding goes directly to the resident school district 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 in scheduled end-of-year adjustments to apportionment.

### Enrollment Definitions

- The following criteria **must** be met for each student counted on Form P-223H:
  - The student's evaluation must be current (WAC 392-172-040, 392-172-182).
  - The student's eligibility to receive special education and related services must have been established (WAC 392-172-030, 392-172-106 through 392-172-111, 392-172-182 through 392-172-190).
  - The student's individualized education program (IEP) must be current and in effect (WAC 392-172-153 through 392-172-166). Consideration of the need for extended school year special education services must be documented in the IEP for each special education student reported (WAC 392-172-160 and 392-172-163). Students aged birth to 3 may be served pursuant to an individualized family service plan (IFSP) per Part C – WA ITEIP requirements (WAC 392-171-030).
  - Appropriate parental notice requirements must have been met prior to initial or continuing placement (WAC 392-172-104, 392-172-105, 392-172-111, 392-172-15700 through 392-172-15705, 392-172-170, 392-172-185, 392-172-190, 392-172-302 through 392-172-306).
  - The student must be receiving special education and related services (WAC 392-172-030 through 392-172-075, 392-172-158).
  - Determination of the student's least restrictive environment must be made prior to special education placement (WAC 392-172-172 and 392-172-180).
  - Determination of the student's need for a surrogate parent and appointment of a trained surrogate parent must have been documented (WAC 392-172-308).
- A properly identified** student is one who: has an IEP that meets state requirements per WAC 392-172-153 through 392-172-166; has an IEP based upon an appropriate evaluation per WAC 392-172-10905; and is receiving services described in the IEP.
- All corrections to state enrollment reporting required for resolution of state audit examination findings related to special education and state child count verification findings are submitted pursuant to chapter 392-117 WAC Timely Reporting.

### Limitations on Enrollment Counts

- Report only enrolled and properly identified students.
- Do not report students enrolled in state institutions; i.e., residential habilitation centers, institutions for juvenile delinquents, group homes, and juvenile detention centers. The district where the institution is located reports these students monthly on Form E-672.

### References

- Annual Enrollment Bulletin available online at: <http://www.k12.wa.us/BulletinsMemos/bulletins2007.aspx>.
- Reported enrollments are summarized on Report 1735.

## DETAILED INSTRUCTIONS

Enter the serving school district name, county, school district number, and ESD number in the boxes provided.

### Resident District

Enter the resident school district name, county, and school district number in the boxes provided.

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

### Headcount of Individual Students

Report special education headcount enrollment in the three age categories "0-2", "3- to 5-Year-Olds Not Yet Enrolled in Kindergarten", and "5-Year-Olds-Enrolled in Kindergarten to age 21."

The age category reported for a student is determined by the student's age at the start of the school year (12 midnight, August 31). See WAC 392-122-160.

### Certification

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



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**NONSTANDARD SCHOOL YEAR AAFTE ENROLLMENT  
 ELIGIBLE FOR BASIC SUPPORT**  
 (See reverse side for instructions)

SERVING DISTRICT NAME	COUNTY NAME	SERVING DISTRICT NO.	ESD NO.	MONTH(S)
RESIDENT DISTRICT NAME	COUNTY NAME	RESIDENT DISTRICT NO.	YEAR	<b>2007-08</b>

SCHOOL DISTRICT ENROLLMENT		
	(A) Headcount of Individual Students	(B) Annual Average Full-Time Equivalent (AAFTE) Students
1. Half-Day Kindergarten		
2. Full-Day State Funded Kindergarten		
3. Grades 1-3		
4. Grade 4		
5. Grades 5-6		
6. Grades 7-8		
7. Grades 9-12		
8. Totals		

STATE-APPROVED VOCATIONAL COURSE ENROLLMENTS		
	Headcount of Individual Students	Annual Average Full-Time Equivalent (AAFTE) Students
Middle School/Junior High School (7 <sup>th</sup> - 8 <sup>th</sup> Grades) Vocational Programs *		
Secondary School (9 <sup>th</sup> - 12 <sup>th</sup> Grades) Vocational Programs *		
Skills Center Program *		

**FOOTNOTES**

\* These FTEs are included in K-12 enrollment above. Report FTEs only in state-approved vocational courses. The serving district reports the skills center FTE, with each student's resident district identified.

**CERTIFICATION**

I hereby certify that all students reflected in this report are properly enrolled students of the school district, 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 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?

School districts 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 year.

Enrollment received by the published August reporting deadline is included in August apportionment calculations. Enrollment received after the August deadline is included in scheduled end-of-year adjustments to apportionment.

### Purpose

State support for eligible nonstandard school year enrollment is provided under RCW 28A.150.420 and WAC 392-121-123. Districts may claim annual average full-time equivalent (AAFTE) attendance to the extent that such attendance is in lieu of attendance during the regular school year. AAFTE reported on Form P-223S is added to average September through May 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 regular school year can be reported if all the following conditions are met:

1. The student was reported as part-time or for less than nine 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 either was not enrolled full-time in a private school or home-based instruction for the entire school year.
4. The student's nonstandard attendance, when combined with enrollment during the first nine months (September through May) of the school year (excluding Running Start), does not exceed 1.00 AAFTE. 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. The enrollment is not in a summer (June, July, and/or August) skills center, unless the enrollment is not claimed for summer skills center funding.
6. Running Start enrollment in a community or technical college for summer quarter is not allowed. See WAC 392-169-055.

### References

- Annual Enrollment Bulletin available online at: <http://www.k12.wa.us/BulletinsMemos/bulletins2007.aspx>.
- Reported nonstandard school year enrollments are summarized on Report 1251.

## DETAILED INSTRUCTIONS

Enter school district name, county, school district number, and ESD number in the boxes provided.

### Resident District

Enter the resident school district name, county, and school district number in the boxes provided.

School districts serving nonresident students must complete a separate P-223S form for each resident school district served.

**In the box reading "Months"** enter the month or months of the enrollment (e.g., "June–July").

### Column A

Enter the headcount of individual students.

### Column B

Enter cumulative AAFTE counts for all months of the nonstandard school year. Do not estimate; enter properly calculated actual AAFTE determined as follows:

1. For each eligible student determine the AAFTE reported for September through May on Form P-223. (Sum the student's FTE enrollment on each of the nine count dates of the school year, including enrollment reported by other school districts, enrollment in private school or election to home-school, and divide by nine. If reported for this student, add Form P-240 hours of attendance divided by 900.) Students who were full-time in either private school or home-based instruction for the entire school year cannot be reported on Form P-223S.
  2. Determine each eligible student's nonstandard AAFTE enrollment by dividing the student's hours of eligible attendance (reported on a count date as P-223 enrollment) by 900.
  3. Determine each eligible student's combined AAFTE by summing the AAFTE calculated in steps 1 and 2 above.
  4. Evaluate the combined AAFTE as follows:
    - a. If the student's combined AAFTE determined in step 3 is less than or equal to 1.00\* report the nonstandard school year AAFTE calculated in step 2.  
**Example:** A student's September through May 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 determined in step 3 is greater than 1.00\* subtract the student's September through May AAFTE calculated in step 1 from 1.00\* and report the result.  
**Example:** A student's September through May AAFTE equals 0.89 and the student's eligible nonstandard school year enrollment equals 0.28. Report 0.11 (1.00 - 0.89).
- \* For kindergarten students the AAFTE limit is 0.50 unless the student is in a state funded full-day program at the district.
5. Round the AAFTE to two decimal places as shown in the examples above.

### Vocational and Skills Center Enrollment

6. Enrollment reported above in a state-approved vocational middle school, junior high (7<sup>th</sup> – 8<sup>th</sup> Grades) or secondary programs (9<sup>th</sup> – 12<sup>th</sup> grades) or skills center program is also reported in the boxes provided. Enrollment in separately funded summer skills center programs may not be reported here.

### Certification

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



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

SERVING DISTRICT NAME	COUNTY NAME	SERVING DISTRICT NO.	ESD NO.	REPORT MONTH
			YEAR	<b>2007-08</b>

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

**FOOTNOTES**

**REPORT MONTH:** Report cumulative hours of ancillary service for the months of May through August under the month "May."

**CERTIFICATION**

I hereby certify that all students reflected in this report are properly enrolled students of the school district, 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 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?

School districts providing ancillary services to part-time, private school, or home-based students eligible for enrollment in kindergarten through 12th grade should complete this form.

### Due Date of Form P-240

Form P-240 should be submitted electronically monthly September through August.

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.

### Purpose

State support for hours of ancillary services is provided under RCW 28A.150.350 and WAC 392-121-133. Districts may claim actual hours of attendance for ancillary services to part-time, private school, and home-based students. Total hours of ancillary service reported on Form P-240 are divided by 900 and added to average September through May P-223 enrollment in determining state basic education funding (900 hours of service 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 preschool through twelfth 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 shall the same enrollment be reported on Form P-240 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 district 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, 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 district staff.
  - b. Except for services to students with a disability and home and hospital students, only those services provided by school district staff on school grounds or facilities controlled by the school district 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 district'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/bulletins2007.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.
- .. Reported nonstandard school year enrollments are summarized on Report 1251.

## DETAILED INSTRUCTIONS

Enter the school district name, county, school district number, ESD number, and report month in the boxes provided. All Form P-240 enrollments are treated as resident enrollments of the reporting school district. Enrollment is generally due one month later than it occurred but is reported in the actual month. See Section 4.E. for the Enrollment Reporting Schedule.

### Column A

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

### Column B

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

**Example:** Ten students served three hours each equals 30 hours.

Report cumulative hours of ancillary service for the months of May through August under the month "May."

**Example:** The district reports 10 hours for the month of May; 20 hours of additional services are provided in June and July. The district revises the May report to show the cumulative total of 30 hours.

### Certification

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



# INSTRUCTIONS FOR FORM SPI P-213

## GENERAL INSTRUCTIONS

### Who Should Complete Form P-213?

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

### Due Date and Routing of Form P-213

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

#### Due at ESD

High School Districts	June 10, 2008
Nonhigh Districts	June 20, 2008

Completed reports are due at OSPI July 10, 2008.

- High school districts shall:
  - Complete a **separate Form P-213 for each nonhigh district served.**
  - Send signed form(s) to the high school district's educational service district (ESD) by June 10, 2008.
- ESDs forward each Form P-213 to the appropriate nonhigh district for input and a concurring signature.
- Nonhigh districts shall:
  - Review and sign the form.
  - Return it to the high school district's ESD by June 20, 2008.
- ESDs shall:
  - Facilitate the 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 school districts and nonhigh districts.
  - Send signed originals to OSPI, School Apportionment and Financial Services, by July 10, 2008.

### Purpose

P-213 enrollments are used to calculate payments from nonhigh districts to high school districts and levy authority transfers from high school 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 affect 2007–08 expenditures and revenues, school districts need P-213 data in July 2007 for use in budget preparation for the 2007–08 school year.

### 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 nine months (September–May) is one (1.00) AAFTE. A student enrolled less than five hours per day or fewer than nine months is counted as a partial AAFTE. For example: A student enrolled full-time for three months is counted as 0.33 AAFTE ( $3 \div 9$ ). A student enrolled two hours per day for nine months is counted as 0.40 AAFTE ( $2 \div 5$ ).

### References

- Annual Enrollment Bulletin available online at: <http://www.k12.wa.us/BulletinsMemos/bulletins2007.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 school districts.
- Reported nonhigh enrollments are summarized on Report F-483.

## DETAILED INSTRUCTIONS

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

### Totals

Under "Actual 2007–08 AAFTE" enter the AAFTE of students residing in the nonhigh district and enrolled in the high school district during the 2007–08 school year.

Under "Estimated 2008–09 AAFTE" enter the estimated enrollment for the 2008–09 school year.

### Details

List information for each nonhigh student attending the high school 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 2007–08 student. Report estimated AAFTE for each 2008–09 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 school 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.



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

SERVING DISTRICT NAME	COUNTY NAME	SERVING DISTRICT NO.	ESD NO.	YEAR
				<b>2007-08</b>

SCHOOL DISTRICT HOME AND HOSPITAL (HH) ATTENDANCE	Total Actual Weeks of Attendance <sup>1</sup> (rounded to the nearest tenth)
A. For students enrolled in the school district who are receiving HH services at sites with a single student (such as the student's home):	
B. For students enrolled in the school district 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 attendance is calculated as: The number of <b>eligible school days</b> divided by 5, rounded to the nearest tenth. The number of <b>eligible school days</b> 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 in the school district, 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 SUPERINTENDENT OR AUTHORIZED OFFICIAL

DATE

# INSTRUCTIONS FOR FORM SPI E-525

## GENERAL INSTRUCTIONS

### Who Should Complete Form E-525?

School districts claiming state special education funding for home and hospital (HH) services provided to students pursuant to WAC 392-172-218 should complete Form E-525. Only serving districts 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.

School districts complete one Form E-525 and send the signed form to OSPI, School Apportionment and Financial Services, by **July 10, 2008**.

### Purpose

Reported E-525 attendance will determine final HH allocations included in the July 2008 apportionment calculation. HH allocations appear on line B of Report 1191SE.

Prior to OSPI receiving Form E-525, districts are paid on an estimated HH allocation. Attendance 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 attendance 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 Learning and Teaching Support's home hospital bulletin, issued August 2007, for program procedures.
- See WAC 392-122-140 and WAC 392-172-218 for fiscal eligibility requirements for HH funding.

### References

- Annual Enrollment Bulletin available online at: <http://www.k12.wa.us/BulletinsMemos/bulletins2007.aspx>.
- See the 2007–08 school year *Administrative, Budgeting, and Financial Reporting Policies and Procedures Handbook for School Districts*, Chapter II Budget Preparation, Section 3, and Section 4 for HH budgeting instructions.

## DETAILED INSTRUCTIONS

Enter the serving school district name, county number, school district number, and ESD in the spaces provided.

### Line A

Report, to the nearest tenth, the total number of HH weeks of attendance provided at sites with a single enrolled student, such as the student's home or hospital room. **Calculate weeks of attendance as described below**. Do not include students reported on line B.

Each such week of attendance generates \$60 in HH program allocations. This allocation includes a factor for mileage.

### Line B

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

Each such week of attendance generates \$55 in HH program allocations. This allocation excludes a factor for mileage.

### Weeks of Attendance Computations

Districts should report only total weeks of attendance 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 attendance.
5. Use the lesser of weeks in No. 4 or 18. 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 school district. Also accumulate weeks of attendance for all students receiving HH services through hospitals. Report the total number of full and partial weeks of attendance rounded to one decimal place.

### Certification

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

### **The Electronic Enrollment Reporting System**

The Enrollment Reporting in the Educational Data System (EDS) will be covered in ESD training sessions. Documentation will be available online within the EDS. Questions can be directed to the local ESD or Mitch Thompson at (360) 725-6306, [mitch.thompson@k12.wa.us](mailto:mitch.thompson@k12.wa.us) or by Agency TTY (360) 664-3631.