



SUPERINTENDENT OF PUBLIC INSTRUCTION

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(X) Informational

BULLETIN NO. 006-19 SCHOOL APPORTIONMENT AND FINANCIAL SERVICES/SPECIAL EDUCATION

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School District Special Education Directors
Center for Childhood Deafness and Hearing Loss (CCDHL) Superintendent
Washington State School for the Blind (WSSB) Superintendent

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Student Enrollment in State Schools that are Identified as the Center for Childhood Deafness and Hearing Loss (CCDHL) and Washington State School for the Blind (WSSB)

CONTACT: Becky McLean, Supervisor, Enrollment and Categorical Funding
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PURPOSE

This bulletin provides guidance to school districts regarding their responsibility for students attending a state school identified as the Center for Childhood Deafness and Hearing Loss (CCDHL), also known as the Washington School for the Deaf, and the Washington State School for the Blind (WSSB) pursuant to RCW 72.40.010.

DEFINITION OF DAY STUDENT, RESIDENT STUDENT, AND DIAGNOSTIC PLACEMENT STUDENT

The rules regarding a school district's ability to claim students for state funding that attend a state school and the school district's responsibility for providing financial support to such students differs based on whether the student is a day student attending a state school, a resident of a state school, or in a diagnostic placement at a state school.

Throughout this bulletin, the following definitions apply to day students, resident students, and diagnostic placement students.

- Day student is defined as one who has been accepted for enrollment at a state school for services during the academic day through an interagency agreement pursuant to WAC 392-121-188 – Instruction Provided Under Contract between the student’s resident district and the state school but returns home at night.
- Resident student is defined as one who either:
 1. Has been accepted for residential enrollment at a state school, has been assigned housing, and spends four or more nights during a calendar week at the state school, or
 2. Has been released from the district of residence through a student specific interagency agreement where all the responsibility for the student’s education has been transferred to the state school.
- Diagnostic placement student is defined as one who has been accepted at a state school for purposes of evaluating whether the state school can provide FAPE (free and appropriate public education) in the Least Restrictive Environment (LRE).

ENROLLMENT REPORTING

A day student enrolled in a state school may be claimed by the resident district on the district’s Form P-223 and Form P-223H provided an interagency agreement is in place between the state school and the district prior to the monthly count day, and the student meets the enrollment reporting requirements outlined in WAC 392-121-106 through WAC 392-121-188 and WAC 392-122-135. The interagency agreement should indicate which entity will report the student’s enrollment to CEDARS and, if both entities are to report the student, which entity shall report the student as Primary=Yes.

A resident student who is fully enrolled at a state school may not be claimed by a school district on either the district’s Form P-223 for basic education funding or the district’s Form P-223H for special education funding. The state school is responsible to report the resident student’s enrollment in the Comprehensive Education Data and Research System (CEDARS).

A diagnostic placement student at a state school who has not participated at a school in their school district of residence during the current school year, or who has been absent from the district’s school for twenty consecutive school days, may not be claimed on the district’s Form P-223. Additionally, a diagnostic placement student may not be claimed on the district’s Form P-223H if the district has not provided the student special education services on or before the

monthly count day, but within the prior month. The resident district reports the student's enrollment during the diagnostic placement period in CEDARS.

CONDITIONAL ACCEPTANCE OF RESIDENT STUDENTS

State schools may have policies in place to deny admission to a resident student if the state school concludes it cannot provide FAPE to the student. The school district and state school may override the denial of the admission decision by entering into an interagency agreement whereby the district agrees to provide additional support to the state school through payment of local district revenue. However, the school district may not claim a resident student of a state school for basic education funding on the district's Form P-223 or special education funding on the district's Form P-223H and would not be eligible for safety net funding for this student.

TRANSPORTATION RESPONSIBILITY

For day students, transportation to the state school is the responsibility of the resident district pursuant to WAC 392-172A-02095 provided the student's enrollment in the state school was made through an interagency agreement between the district and the state school. The district cost to transport day students under an interagency agreement is to be coded to Program 99.

For resident students, pursuant to RCW 72.40.090, the state school arranges and provides weekend transportation for these students to and from the state school at no cost to students and parents, as allowed within the appropriations allocated to the state schools. The district may assist in the weekend transportation of state school's resident students; however, the district's cost to provide such transportation cannot be coded to Program 99.

For diagnostic placement students, transportation to and from the state school shall be the responsibility of the student's resident district only if the student's placement was made pursuant to an interagency agreement for purposes of evaluating if the state school can provide FAPE. When an interagency agreement is in place, the district cost to transport diagnostic placement students is coded to Program 99.

SAFETY NET SUBMISSION

State schools are eligible to apply for high need student applications subject to the standards associated with providing direct special education and related services identified in the IEP and quantifiable by the State Oversight Committee on Worksheet C.

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact the following:

- Becky McLean, Supervisor of Enrollment and Categorical Funding, regarding enrollment reporting at 360-725-6306 or by email at becky.mclean@k12.wa.us; or
- Mary Ellen Parrish, Program Supervisor, Special Education, regarding safety net and Federal Child Count reporting at 360-725-6075 or by email at maryellen.parrish@k12.wa.us.
- The OSPI TTY number is 360-664-3631.

This bulletin is also available on OSPI's [Bulletins](#) website.

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