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Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Chris Reykdal, Superintendent

k12.wa.us

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Action Required

Due date:

Informational

BULLETIN NO. 064-21 SCHOOL APPORTIONMENT AND FINANCIAL SERVICES

TO: Educational Service District Superintendents  
School District Superintendents  
School District Business Managers  
Public Charter Schools  
Tribal Compact Schools

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: 2021–22 Enrollment Reporting Handbook

CONTACT: Becky McLean, Supervisor, Enrollment and Categorical Funding  
360-725-6306, [becky.mclean@k12.wa.us](mailto:becky.mclean@k12.wa.us)

## PURPOSE/BACKGROUND

This bulletin provides notice that the updated Enrollment Reporting Handbook for the 2021–22 school year is available and is an attachment to this bulletin. This handbook provides school districts, educational service districts (ESDs), charter schools, tribal compact schools, and other users with a reference manual and the forms for reporting enrollment to School Apportionment and Financial Services (SAFS) at the Office of Superintendent of Public Instruction (OSPI).

## CHANGES FOR THE 2021–22 SCHOOL YEAR

### 2021–22 Options for Instructional Funding Model

Bulletin # [034-21](#) posted on May 21, 2021, outlines the options for instructional funding models for the 2021–22 school year. They are:

- **In-person Instruction** assumes students are attending school in-person in a physical classroom that is supervised by a teacher and where attendance is taken.
- **Continuous Learning 2.0+** provides LEAs flexibility to serve students and families with health and safety needs that may limit in-person instruction. It may include daily scheduled on-campus instructional activities or off-campus synchronous online instruction.

Asynchronous instruction time away from the physical school setting must not exceed a maximum of 30% of daily scheduled instructional time.

- **ALE Instruction** is a delivery method and funding model for the program of basic education where courses or grade-level coursework are provided in-whole or in-part away from the regular classroom setting or schedule.

For both In-person Instruction and Continuous Learning 2.0+, student FTE is based on the enrolled weekly minutes according to a published schedule. For ALE Instruction, student FTE is based on the estimated weekly minutes outlined in a written student learning plan.

### Addressing the 2020–21 Enrollment Reporting Exceptions

Many of the exceptions made as LEAs reopened their schools for the 2020–21 school year during the COVID-19 pandemic will not be permitted for the 2021–22 school year. Below addresses these exceptions and what will be permitted for 2021–22:

- **Students Claimed for State Funding Must Physically Live in the State of Washington:** Students must physically live in the state of Washington to be claimed for state funding which includes meeting the definition of an enrolled student pursuant to WAC [392-121-106](#) and the definition of a student residence pursuant to WAC [392-137-115](#).
- **Clarification on the September Count Day:** The September count day returns to being the fourth school day of September. Students who are enrolled in an LEA on the September count day and shown participation on or before the count day can be claimed on the September Form P-223.
- **Claiming Students For Special Education Funding:** An exception was made for the 2020–21 school year that allowed a student to be claimed for special education funding on Form P-223H if their IEP and/or evaluation were delayed due to a documented impact of COVID-19. For the 2021–22 school year, a student must have an active IEP and evaluation in place on the monthly count day and have received special education services on or before the count day, but within the prior month to be eligible to be claimed on that month's Form P-223H.
- **Claiming Students For TBIP Funding:** An exception was made for the 2020–21 school year that allowed a student who was identified for provisional services (in lieu of a placement test) to be claimed for TBIP funding, if they had received the TBIP services on or before the count day and within the prior month. For the 2021–22 school year, a student must have been identified as eligible for TBIP services through a placement test and had received these services on or before the count day to be claimed for TBIP funding that month.

- **When a Running Start Student Can Exceed the 1.20 FTE:** For 2020–21, students enrolled in high school and Running Start could exceed the 1.20 FTE in any months—but could not exceed the 1.20 AAFTE for the school year. This exception was allowed due to high schools changing schedules during that year.

For 2021–22, this exception will apply for December and January and only for the following reasons:

- For December, when the high school second trimester overlaps with the college fall quarter.
- For January, when the high school first semester overlaps with the college winter quarter.

Students who exceed the 1.20 FTE for these months may be at risk of exceeding the 1.20 AAFTE and may need to have their available spring quarter Running Start FTE reduced. For more information on this, refer to Bulletin # [059-21](#).

- **Meeting the Attendance Requirement:** An eligible student is one who has not met any of the enrollment exclusions found in WAC [392-121-108](#) which includes excluding students who have been absent within 20 school days prior to the count day. The definition of absence is outlined in [Chapter 392-401 WAC](#). A permanent rule revision is in process to update this chapter with regards to remote absence. The final rule revision will be in effect before the 2021–22 school year.
- **Face-to-Face Contact for Open Doors Programs:** The present Emergency Rule established in response to the COVID-19 pandemic is set to lapse on August 31, 2021. Beginning September 1, 2021, it is anticipated that a new Emergency Rule for face-to-face will be in place for Open Doors, and guidance will be forthcoming. The rule making process is currently underway.

### Transition Recovery Services for Students with Disabilities Over Age 21

The 2021 Operating Budget (Section 509(12)) provides funding for transition recovery services for students with disabilities who are 21 years old at the beginning of the school year. These students are no longer eligible to be claimed for state basic or special education funding and cannot be included on an LEA's monthly Forms P-223 or P-223H. Enrollment for eligible students will be collected through this OSPI [Smartsheet tool](#).

## HOW REPORTED ENROLLMENT IS USED

Enrollment reported to OSPI is used to determine state funding for Basic Education, Special Education, Transitional Bilingual Instructional Program (TBIP), Exited TBIP,

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Vocational, Skill Center, Highly Capable, Learning Assistance, Running Start, and Open Doors Youth Reengagement programs. Additionally, a variety of other state and federal grants and programs use enrollment data to determine allocations or funding eligibility.

## ENROLLMENT REPORTING HANDBOOK AND UPDATES

The 2021–22 Enrollment Reporting Handbook and individual enrollment reporting forms are available on the [SAFS Enrollment Reporting webpage](#). Any corrections and updates during the school year will be posted to this webpage.

## INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact the appropriate ESD fiscal office or Becky McLean, Supervisor of Enrollment and Categorical Funding, at 360-725-6306 or by email at [becky.mclean@k12.wa.us](mailto:becky.mclean@k12.wa.us). The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletin](#) page of the OSPI website.

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Chief of Staff

T.J. Kelly  
Chief Financial Officer  
Financial Resources

Michelle Matakas  
Director  
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Attachment: 2021–22 Enrollment Reporting Handbook

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