

### E. Reporting Student Membership

In compliance with Arizona law ([A.R.S. § 15-828](#)), all school districts must adhere to standardized procedures for enrollment. All student membership entries and withdrawals must be recorded in the local education agency's (LEA) student information system (SIS). The LEA must record the date they entered the student data into the SIS. This date should be recorded on the enrollment form and the [Official Notice of Pupil Withdrawal form](#). This section does not apply to homeless pupils as defined in section [A.R.S. § 15-824\(C\)](#). Contact your LEA's assigned liaison for more information about McKinney Vento students.

#### E-1. Reporting a Student to the Arizona Department of Education (ADE)

All students must be reported to the Arizona Department of Education (ADE) through the Arizona Education Data Standards (AzEDS) portal. Various program areas within ADE utilize data collected in AzEDS. Each student in Arizona is assigned a unique State Student ID (SSID) that remains the same throughout their time in school. To enter a student in AzEDS, schools must match the student's name from a legal document defined in [A.R.S. § 15-828](#).

##### E-1a. Membership Types

Multiple types of memberships can be reported to AzEDS.

Code Value	Description
A	Ancillary is indicated as part of the student enrollment when a school provides some instruction for the student, but the school is not responsible for managing the student's curriculum. Ancillary Membership Type often applies to a student's part-time or fractional membership in a Career Technology Education District (CTED) school.
C	Concurrent Course Work Program is reserved for students who are enrolled in a college course through their high school which has been approved by their governing body as defined in <a href="#">A.R.S § 15-901.07</a>
D	Dropout Recovery Program—a program dedicated to assisting youth who have left the education system in achieving their high school diploma in an alternative setting following <a href="#">A.R.S. § 15-901.06</a> .
G	Grand Canyon Diploma – Student who has demonstrated college readiness and has met the criteria outlined in <a href="#">A.R.S. § 15-792.02</a>
M	Main – Most students will be reported to AzEDS attending a charter or district brick-and-mortar school with a Main membership.
T	AOI (formerly TAPBI) – Students enrolled in an entity approved by their governing body to provide Arizona Online Instruction as outlined in <a href="#">A.R.S. § 15-808</a> .

### E-1b. District of Residence (DOR)

In AzEDS, a charter district, school district, or other educational entity are funded for a student’s school membership or special education service participation. In most cases, a student’s “district of residence” is determined by the residency of the parent or guardian with whom the student lives. In some cases, the district of residence may also be determined by the residency of a relative seeking legal guardianship or custody of a student. [A.R.S. § 15-821\(D\)](#). Please refer to [Arizona Residency Guidelines](#) for more information about determining student residency.

### E-1c. Tuition Payer Code

Each student's membership to AzEDS is reported with a tuition payer code indicating whether the student is eligible for basic state aid or funded through another source, such as a student enrolled in a residential treatment program and receiving funding through the voucher program.

Code Value	Description
1	The "normal" setting for Arizona school children who generate state funding.
2	Privately paid tuition, no tuition charged, or not eligible for state funding.
3	Foreign exchange student - The governing board may admit nonresident international students in exchange programs without tuition payment. ( <a href="#">A.R.S. §15-823</a> ) These students are not eligible for state aid. ( <a href="#">A.R.S. §15-824</a> )
4	Non-SPED (NSE) students in residential treatment centers
5	JTED/Non-Resident Charter (concurrent)
6	Indian School Equalization Program (ISEP) student
7	Students are funded through other state formula programs.
8	Non-Arizona resident boarding at specialized school
9	Non-fundable students in 9th grade or the year following high school graduation (13 <sup>th</sup> grade) who may qualify for funding if they meet the requirements as outlined in <a href="#">A.R.S. §15-393</a> .

### E-1d. Special Enrollment

#### *E-1di. Open Enrollment*

Per A.R.S. §§ 15-816, Districts must establish open enrollment policies, including admission criteria, application procedures, and transportation provisions, if there is capacity to enroll resident transfer and nonresident transfer pupils. Arizona school districts must comply with enrollment requirements outlined in state and federal law. Resident transfer pupils are students who live within the school district boundaries but attend a school other than their assigned home school. Nonresident pupils are students who reside in this state and desire to enroll in a school district other than the one where they reside. Additionally, for reporting requirements as outlined in A.R.S. §§ 15-816.01, nonresident pupils are students who are not enrolled in the district within which they reside and include students who attend charter schools. Tuition may be charged to nonresident pupils only when authorized under A.R.S. §§ 15-764(C), 15-797(C), 15-823(A), 15- 824(A), or 15-825. Per A.R.S. §§ 15-816.01, enrollment preference in a school district is determined by several factors. First and foremost, resident pupils are students who live

within the attendance area of the school and are given priority, followed by students who attended the school in the previous year and siblings of currently enrolled students. Furthermore, students in foster care, unaccompanied youth, and those attending a closing school may also receive enrollment preference. The district may also prioritize and reserve spots for students who are children of school district employees, resident transfer students, and their siblings.

### *E-1dii. CEC-A and CEC- B Certificate*

A [Certificate of Educational Convenience \(CEC\)](#) is granted by County School Superintendents as defined in [A.R.S. §15-825](#). A CEC-A certificate is provided to students who live in areas without any school district or cannot attend school in the district or county they reside in due to distance or lack of transportation. A CEC-B certificate is provided to students placed in specific facilities. A state rehabilitation or corrective institution, a foster home, a childcare agency, or an institution licensed and supervised by the Department of Economic Security or Department of Health Services, a residential facility operated or supported by the Department of Economic Security or the Department of Health Services, or a residence under the supervision of Juvenile Corrections.

A County School Superintendent may not provide a CEC for a student placed in one of the above-listed facilities if, for example, the student is placed in the same district as their parents' or legal guardians' residence or if the student is placed without a court order and their parents or legal guardians are not residents of this state. [A.R.S. §15-825](#).

### **E-2. Instructional Time Model (ITM)**

H.B. 2862 allows districts and charters to use an Instructional Time Model (ITM) to fulfill the instructional hour requirements stated in [A.R.S §15-808 \(Arizona Online\)](#) and [A.R.S §15-901 \(Brick and Mortar\)](#). This law provides flexibility in how instructional hours are provided to students. This includes remote learning, project-based learning, mastery-based learning, weekend courses, or evening courses. However, the student must still meet the required hours outlined in [A.R.S §15-808](#) and [A.R.S §15-901](#) and the guidance listed within this document, [section E-3](#).

The district or charter may reallocate the minimum number of instructional hours per subject per student if written in detail in the ITM. The district or charter must also detail how attendance will be tracked in each instructional setting. If a remote setting is offered, it must be outlined in the adopted ITM and reported to AzEDS at a student level. Any deviations from the traditional in-person instruction must be documented to the greatest extent possible. To learn about these guidelines, please refer to the [posted guidelines](#) on the School Finance page.

### **E-3. Enrollment and Withdrawal Dates**

#### **E-3a. Enrollment Date (Membership Start Date)**

The first day of membership for continuing or pre-enrolled students can be considered the first day when classroom instruction is available, given that these students attend school within the first ten instructional days of the school year ([A.R.S. § 15-901](#)). For all other students, the first day of membership will be defined

as the first day they physically attend school. Continuing students who did not attend school during the first ten instructional days are subject to the withdrawal rules defined by [Accountability](#).

In the [General Records Retention Schedule](#) for School Districts and Charter Schools Student Records of the Arizona State Library, schools must keep an enrollment/registration form, whether paper or electronic, for initial enrollment for a minimum of four years.

### E-3b. Withdrawal Date (Membership End Date)

The effective withdrawal date is the student's last day of attendance or excused absence ([A.R.S. § 15-901\(1\)](#)). Students absent on the last scheduled school day are not subject to withdrawal but should be given a year-end status code. Arizona law requires that a properly executed withdrawal form be presented to a school if the student previously attended another school in Arizona ([A.R.S. § 15-827](#)). The [Accountability](#) division at ADE maintains the withdrawal codes, which can be found on the [Official Notice of Pupil Withdrawal form](#).

### E-3c. Readmission

Readmission occurs when a student has been withdrawn from a school and re-enters the same school during the same school year. The readmission date shall be the first day the student physically attends school after withdrawal.

### E-4. Determining Student Full-Time Equivalency (FTE), non-AOI

The requirements for Full-Time Equivalency (FTE) and fractional enrollments are defined in [A.R.S. § 15-901](#):

- **Preschool:** A program for a preschool child with a disability must meet at least 360 minutes per week and provide 216 hours per year.
  - Preschool children must be reported as 0.00 or 0.50 FTE.
- **Kindergarten – Grade 8:** Refer to the tables below.
- **Grade 9 –12:** Refer to the tables below.

#### *Required Instructional Hours, Preschool-Grade 8*

*Hours enrolled as applied to a full year schedule.*

FTE	0.00	0.25	0.50	0.75	1.00
Preschool	<216	-	216	-	-
Kindergarten	<356	-	≥356 and <712	-	≥712
Grades 1 - 3	<178	≥178 and <356	≥356 and <534	≥534 and <712	≥712
Grades 4 - 8	<223	≥223 and <445	≥445 and <668	≥668 and <890	≥890

## Required Instructional Hours, Grades 9-12

Where students' subjects meet these requirements

FTE	Requirement A	Requirement B
<b>1.00</b>	Minimum of 720 hours	At least four subjects, each meeting for at least 123 hours
<b>0.75</b>	Minimum of 540 hours	At least three subjects, each meeting for at least 123 hours
<b>0.50</b>	Minimum of 360 hours	At least two subjects, each meeting for at least 123 hours
<b>0.25</b>	Minimum of 180 hours	At least one subject, meeting for at least 123 hours

## Required Instructional Hours, AOI

Grade Range	Instructional Hours Required for the Year, AOI
<b>Kindergarten (KG)</b>	346
<b>Grades 1 - 3, UE</b>	712
<b>Grades 4 - 6</b>	890
<b>Grades 7 - 8</b>	1068
<b>Grades 9 - 12</b>	900

## Required Instructional Hours, 200 Day Calendar

Grade Range	Instructional Hours Required for the Year, 200 Day Calendar
<b>Preschool (PSD*)</b>	238
<b>Kindergarten (KG)</b>	392
<b>Grades 1 - 3, UE</b>	784
<b>Grades 4 - 8</b>	979
<b>Grades 9 - 12</b>	792

\*PSD – must meet for a minimum of 360 minutes per week.

### E-5. Defining a Subject

A student's FTE can remain static, but there are cases where it may change throughout the school year. For example, a high school student's FTE must be recalculated each time their scheduled subjects change. Instructional hours may include core subjects, elective subjects, lunch, study halls, music instruction, and other classes that advance pupils' academic instruction.

FTE calculation considers the student's annual enrollment and class schedule where the student is physically in attendance [A.R.S. § 15-901 \(5\)\(d\)](#). Students' schedules must accurately reflect their enrolled subjects, including lunch and study hall, to be counted towards total FTE hours. To qualify as a high school subject, a course should meet the minimum number of days required in a school year or the equivalent number of required annual hours. In addition, the subject should have a minimum of 123 hours per year and be counted towards graduation in a recognized high school.

## E-5a. Scheduled Lunch

Students must have "Lunch" scheduled according to their posted student schedules to count towards the calculation of FTE. Lunch can be counted when scheduled between subjects, and attendance does not need to be tracked in this case since the student is already on campus and is returning to an instructional class. If a student's lunch period is scheduled as their first or last period, it may be included in the calculation of FTE if the district or charter can provide proof that the student attended lunch. Documentation must be available to support the student being on campus during the scheduled lunch period in case of an audit. If the hours for the scheduled lunch affect the student's FTE value, the LEA must prove that the student was in attendance during the scheduled lunch. If there is not sufficient proof, such as an attendance log, sign-in form, or other verifiable process, then the student's FTE must be recalculated and dropped to the appropriate FTE without lunch being considered as part of the total annual hours.

## E-5b. Credit Recovery and Online Subjects

If a course is intended for credit recovery through an online platform, learning management system, learning software, or packet work, and it does not meet the required 123 hours per year, then it cannot be considered as a course that counts towards meeting the minimum requirements for FTE calculation. The student's annual FTE calculation should not include placeholder or unknown subjects. Credit recovery and self-paced subjects must adhere to a minimum of 123 hours per year. A student can earn subject credit towards their graduation requirement after meeting the competency requirements set by their subject area teacher. However, these credit recovery courses cannot be included in the student's annual FTE calculation if they do not meet the minimum 123-hour requirement. This section does not refer to courses outlined in districts or charter schools that adopted an [Instructional Time Model](#).

According to [Administrative Code R7-2-301\(E\)](#), students can take online courses if they are offered through an Arizona Online Instruction (AOI) as defined in A.R.S. § 15-808. Alternatively, students can take online courses that are part of the district or charter's approved and adopted ITM.

## E-5c. Examples of Subjects

### Example 1

A scheduled period of instruction, 60 minutes per day, for 180 days may be considered a "subject" if the content meets the criteria specified above.

Length (Minutes)	1st Semester			2nd Semester		
	Days	Total Instructional Minutes	Total Instructional Hours	Days	Total Instructional Minutes	Total Instructional Hours
60	90	5,400	90	90	5,400	90

A single semester provides only 90 hours of instruction. The first and second semesters must be combined to meet the required 123 hours.

### Example 2

A scheduled period of instruction, 90 minutes per day, for 90 days may be considered a “subject” if the content meets the criteria specified above.

Length (Minutes)	1st Semester			2nd Semester		
	Days	Total Instructional Minutes	Total Instructional Hours	Days	Total Instructional Minutes	Total Instructional Hours
90	90	8,100	135	90	8,100	135

**Note:** Withdrawal of a student before the completion of the school year does not require a recalculation of the student's FTE.

### E-6. Calculating FTE for Grades 9-12, Non-AOI

A student's enrollment in a course will only count towards the FTE calculation for a single school or charter district. If a student is enrolled in a Career Technical Education District (CTED), the courses they take at the CTED should not be considered when determining the student's FTE at the member campus. ([A.R.S. § 15-393\(O\)](#))

FTE for a full-time and part-time high school student with fractional FTEs reported as 0.25, 0.50, and 0.75. A full-time high school student will meet the following criteria ([A.R.S. § 15-901](#)):

- ✓ **Must be enrolled in an instructional program that provides at least 720 instructional hours.**
- ✓ **Scheduled in an instructional program with four or more subjects.**
- ✓ **All scheduled subjects must count towards graduation as defined by the Arizona State Board of Education (SBE) and meet for at least 123 hours during the year.**

**Note:** The student must not have been previously reported as a high school graduate. An exception is provided for student enrollment in a CTED. ([A.R.S. § 15-393\(D\)\(4\)](#)).

#### E-6a. Including Passing Time

Passing time refers to the duration a student spends traveling from one class to another. It can be counted at the beginning or the end of a period, but not both. If the passing time is seven minutes or less, it can be included in the overall annual instructional hours calculation, as specified in [A.R.S. § 15-901](#). However, passing time of more than seven minutes cannot be included in the calculation of the annual instructional hours. Passing time between a course offered by a member district and a CTED on the same member district campus can be counted in calculating the annual instructional hours. Passing time to or from an instructional program to a non-instructional program, such as lunch, homeroom, study hall, and recess, can be counted only between classes. However, if lunch is the last scheduled class, then passing time after the scheduled lunch cannot be counted. If lunch is the last class and affects the student's FTE calculation, the LEA must prove the student participated in lunch on campus.

### E-6b.FTE Examples for Grades 9-12

The following examples assume that each period represents instructional time. Lunch and study hall periods are not included in the examples. Unless otherwise noted, all schedules are based on a five-day instructional week. In the examples below, FTE is calculated using cumulative hours met and subjects alone to demonstrate the problems that can occur if FTE is estimated without all three criteria. The final column, “FTE to Report,” uses all three criteria and is the appropriate method.

#### Example 1, Common Schedule

Each course lasts 60 minutes daily for 180 days. Enrolling in 4 or more periods of instruction (subjects) equates to an FTE of 1.00. Each subject totals more than 123 hours when semesters are combined, and total instructional time for four or more periods meets for an annual total of 900 hours, which exceeds 720 hours.

		1st Semester			2nd Semester			Annual FTE	
Period	Length (Minutes)	Days	Total Instructional	Total Instructional	Days	Total Instructional	Total Instructional	Cumulative – Minimum Hours Met*	FTE to report
			Minutes	Hours		Minutes	Hours		
1	60	90	5,400	90	90	5,400	90	180	0.25
2	60	90	5,400	90	90	5,400	90	360	0.50
3	60	90	5,400	90	90	5,400	90	540	0.75
4	60	90	5,400	90	90	5,400	90	720	1.00
5	60	90	5,400	90	90	5,400	90	900	1.00

\* Minimum Hours: 0.25 - 180 hours | 0.50 - 360 hours | 0.75 - 540 hours | 1.00 - 720 hours

#### Example 2, Minimal Instructional Time Schedule

Classes are only 41 minutes daily for 180 days. Each 41-minute class period (subject) meets the required 123 hours per subject when provided across semesters for 180 days. However, a student must be enrolled in 6 periods to meet the required 720 hours and to be reported with an FTE of 1.00.

		1st Semester			2nd Semester			Annual FTE	
Period	Length (Minutes)	Days	Total Instructional	Total Instructional	Days	Total Instructional	Total Instructional	Cumulative – Minimum Hours Met*	FTE to report
			Minutes	Hours		Minutes	Hours		
1	41	90	3,690	61.5	90	3,690	61.5	123	0.25
2	41	90	3,690	61.5	90	3,690	61.5	246	0.25
3	41	90	3,690	61.5	90	3,690	61.5	369	0.50
4	41	90	3,690	61.5	90	3,690	61.5	492	0.50
5	41	90	3,690	61.5	90	3,690	61.5	615	0.75
6	41	90	3,690	61.5	90	3,690	61.5	738	1.00

\* Minimum Hours: 0.25 - 180 hours | 0.50 - 360 hours | 0.75 - 540 hours | 1.00 - 720 hours



### Example 3: Inadequate Instructional Time Schedule

Instructional periods are only 40 minutes. Each period provides Instruction for only 120 hours (including 1st and 2nd semesters). Subjects must be offered in scheduled periods of 123 or more hours per year. Even though instruction is provided for 720 hours, since no subject was provided for 123 or more hours, this scenario generates a 0.00 FTE.

		1st Semester			2nd Semester			Annual FTE	
Period	Length (Minutes)	Days	Total Instructional Minutes	Total Instructional Hours	Days	Total Instructional Minutes	Total Instructional Hours	Cumulative – Minimum Hours Met*	FTE to report
1	40	90	3,600	60	90	3,600	60	120	0.00
2	40	90	3,600	60	90	3,600	60	240	0.00
3	40	90	3,600	60	90	3,600	60	360	0.00
4	40	90	3,600	60	90	3,600	60	480	0.00
5	40	90	3,600	60	90	3,600	60	600	0.00
6	40	90	3,600	60	90	3,600	60	720	0.00

\* Minimum Hours: 0.25 - 180 hours | 0.50 - 360 hours | 0.75 - 540 hours | 1.00 - 720 hours

### Example 4, Block Schedule

Instruction is provided for 4.5 hours per day. Since each of the three instructional periods is offered for 135 hours per semester, each period may be counted as one subject for each semester, for a total of 6 subjects (assuming a single subject is offered in each period, each semester). Since total instructional time is more significant than 720 hours (810 hours), a student enrolled in this schedule may be reported with an FTE of 1.00. In this example, two instruction periods provide only 540 hours, requiring a 0.75 FTE to be reported.

		1st Semester			2nd Semester			Annual FTE	
Period	Length (Minutes)	Days	Total Instructional Minutes	Total Instructional Hours	Days	Total Instructional Minutes	Total Instructional Hours	Cumulative – Minimum Hours Met*	FTE to report
1	90	90	8,100	135	90	8,100	135	270	0.25
2	90	90	8,100	135	90	8,100	135	540	0.75
3	90	90	8,100	135	90	8,100	135	810	1.00

\* Minimum Hours: 0.25 - 180 hours | 0.50 - 360 hours | 0.75 - 540 hours | 1.00 - 720 hours

### Example 5, 4-day Instructional Week

High school with 4-day weeks. This calendar has fewer days of instruction, which multiplies to fewer Total Instructional Minutes for each period. Each course is provided for 90 minutes per day for 144 days. Enrolling in 4 or more periods of instruction (subjects) equates to an FTE of 1.00. Each class period (subject) totals more than 123 hours when semesters are combined.

Period	Length (Minutes)	Days	1st Semester		Days	2nd Semester		Annual FTE	
			Total Instructional Minutes	Total Instructional Hours		Total Instructional Minutes	Total Instructional Hours	Cumulative – Minimum Hours Met*	FTE to report
1	90	72	6,480	108	72	6,480	108	216	0.25
2	90	72	6,480	108	72	6,480	108	432	0.50
3	90	72	6,480	108	72	6,480	108	648	0.75
4	90	72	6,480	108	72	6,480	108	864	1.00
5	90	72	6,480	108	72	6,480	108	1080	1.00

\* Minimum Hours: 0.25 - 180 hours | 0.50 - 360 hours | 0.75 - 540 hours | 1.00 - 720 hours

### Example 6, 4-day Instructional Week, Shorter Periods

High school with 4-day weeks. This calendar has fewer days of instruction, which multiplies to fewer Total Instructional Minutes for each period. Each course is provided for only 70 minutes daily, 144 days. 4 periods only offer 672 Total Instructional Hours. Therefore, enrolling in 5 periods of instruction (subjects) equates to an FTE of 1.00. Each class period (subject) totals more than 123 hours when semesters are combined.

Period	Length (Minutes)	Days	1st Semester		Days	2nd Semester		Annual FTE	
			Total Instructional Minutes	Total Instructional Hours		Total Instructional Minutes	Total Instructional Hours	Cumulative – Minimum Hours Met*	FTE to report
1	70	72	5,040	84	72	5,040	84	168	0.00
2	70	72	5,040	84	72	5,040	84	336	0.25
3	70	72	5,040	84	72	5,040	84	504	0.50
4	70	72	5,040	84	72	5,040	84	672	0.75
5	70	72	5,040	84	72	5,040	84	840	1.00

\* Minimum Hours: 0.25 - 180 hours | 0.50 - 360 hours | 0.75 - 540 hours | 1.00 - 720 hours

### Example 7, A/B/C Block Schedule

Block schedule of A) Periods 1-3 on Monday and Wednesday, B) Periods 4-6 on Tuesday and Thursday, and C) all classes on Friday for shorter times. Each period meets for 123 hours over the year, but at least 6 periods must be enrolled for this student to be reported with a 1.00 FTE.

Period	Length (Minutes)	Days	1st Semester		2nd Semester		Annual FTE		
			Total Instructional Minutes	Total Instructional Hours	Days	Total Instructional Minutes	Total Instructional Hours	Cumulative – Minimum Hours Met*	FTE to report
<b>1</b>	90/45	45/9	4,455	74.25	45/9	4,455	74.25	148.5	<b>0.00</b>
<b>2</b>	90/45	45/9	4,455	74.25	45/9	4,455	74.25	297	<b>0.25</b>
<b>3</b>	90/45	45/9	4,455	74.25	45/9	4,455	74.25	445.5	<b>0.50</b>
<b>4</b>	90/45	45/9	4,455	74.25	45/9	4,455	74.25	594	<b>0.75</b>
<b>5</b>	90/45	45/9	4,455	74.25	45/9	4,455	74.25	742.5	<b>1.00</b>
<b>6</b>	90/45	45/9	4,455	74.25	45/9	4,455	74.25	891	<b>1.00</b>

\* Minimum Hours: 0.25 - 180 hours | 0.50 - 360 hours | 0.75 - 540 hours | 1.00 - 720 hours

### E-7. Contact

If you have any questions about this policy, please contact the School Finance Account Analyst via a [HelpDesk](#) ticket.