



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Comprehensive
Education Data and
Research System
(CEDARS)
Reporting Guidance*

2021

Comprehensive Education Data and Research System (CEDARS) Reporting Guidance

For the 2020-2021 School Year

April 2021 | version 13.3



Washington Office of Superintendent of
PUBLIC INSTRUCTION

CEDARS Reporting Guidance

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TABLE OF CONTENTS

Publication Updates	8
Introduction	9
Overview	9
Publication Process	9
CEDARS Functionality	10
Location	11
Start Date	11
District and School Enrollment	12
Eligibility	12
Home or Resident District	13
Student Name	13
Birth Certificate Requirements	14
Grade Level Determination	15
Graduation Year	15
Dual Enrolled	17
Choice	19
Preschool	20
Institutional Education	21
Enrollment Changes	22
Immigrant Attribute	28
Military Parent or Guardian	28
Armed Services Vocational Aptitude Battery (ASVAB)	29
Student Demographic Information	31
Student Attributes and Programs	32
Attributes	32
District Programs	34
School Programs	34
Program Enrollment Requirements	53
End of School Year Program Transition	53
English Learners (Bilingual)	55
Program Designation	56
Parent Waivers	57

Exit Reason Code P.....	57
Students with Individualized Education Plans (IEPs)	59
Early Childhood Outcomes.....	60
Initial Evaluation and Eligibility Timelines.....	64
Enrollment Status.....	64
Parental Consent.....	64
Determined Ineligible.....	64
Multiple Referrals.....	64
Students Restrained or Isolated	66
Courses, Student Schedules, Staff Schedules, and Grade History.....	68
Advanced Placement.....	69
Advancement via Individual Determination (AVID)	70
Alternative Learning Experience (ALE)	70
Assessment of Technical Skills	90
College in the High School.....	72
Content Area Codes.....	73
Course Designation Codes	74
Course Level.....	81
CTE Course and Credit Equivalency	82
Dual Language Instruction	83
Grade Point Average (GPA).....	84
Industry Recognized Certifications.....	84
International Baccalaureate.....	85
Non-Instructional Pathways.....	85
Running Start.....	86
Skills Center.....	86
State Course Code.....	88
Term.....	90
Course Catalog Data Impact.....	68
Instruction Type Reporting Expectation Matrix.....	69
Student Grade History.....	68
Ethnicity and Race.....	92
Student Absence	94
Tardies.....	94
Excused Daily Absences.....	94

Unexcused Daily Absences..... 95

Student Exclusionary Action 98

 Reporting Exclusionary Action 98

 Reporting absences/enrollment for students who are suspended or expelled 99

 Reporting Duration of Exclusionary Action Days..... 99

 Reported vs. Actual Duration of Exclusionary Action..... 99

 Reporting Total Amount of Exclusionary Time..... 99

 Other Behavior vs Multiple Minor Offenses..... 100

Teacher Information..... 103

 Teacher Certificate Numbers 103

 Long Term Substitute Teachers..... 103

 Contract Teachers 103

 Itinerant Teachers 103

Teacher Indicators 103

Student Supports 106

 Dyslexia 106

Additional Resources..... 107

 U.S. Department of Education Resources..... 107

 Office of Superintendent of Public Instruction Resources 107

 Email Communications 108

Publication History 109

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Download this material in PDF on the OSPI Comprehensive Education Data and Research System (CEDARS) site (<https://www.k12.wa.us/data-reporting/reporting/cedars>). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.

PUBLICATION UPDATES

Version	Date	Overview	Location
13.0	July 2020	New Element	Armed Services Vocational Aptitude Battery (ASVAB)
		New Definitions	Course Designation Codes
		New Element	Course Level
		New Definition	Program Designation
		Clarified Expectation	Student Exclusionary Action
		New File	Initial Evaluation and Eligibility Timelines
		New File	Student Supports
		Inactivated Valid Value	Teacher Indicators
		Clarified Expectation	Term – All Year
		Program Name Change	Title VI Native American
13.1	October 2020	Updated WACs	Alternative Learning Experience (ALE) Courses
		New Guidance	College in the High School
		Updated Description and Guidance	Course Designation Codes
		New Guidance	Course Rigor
		New Guidance	Dual Enrollment Course Level
		New Guidance	Dual Language Instruction
		New Guidance	Early Childhood Outcomes
		New Guidance	Initial Evaluation and Eligibility Timelines
		Clarified Expectation	LAP Program
		New Guidance	Multilevel Courses
		Updated Links	Resources
		New Guidance	School Start Delay
		New Guidance	Student Supports
		13.2	January 2021
Updated Description	Course Level		
New Section	Industry Recognized Certifications		
New Descriptions	Student Attributes and Programs		
Updated Description and Guidance	State Course Codes		
13.2.1	February 2021	New Guidance	Letter Grade
13.3	April 2021	Updated Guidance	Non-Attendance Withdrawal
		Clarified Guidance	Dyslexia

INTRODUCTION

Overview

The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data system that allows the Washington Office of Superintendent of Public Instruction (OSPI) to collect, store and report data related to students, courses, and teachers in order to meet state and federal reporting requirements and to help educators and policy makers to make data driven decisions. CEDARS replaced the former data collection tool used by OSPI, the Core Student Record System (CSRS), in September 2009.

The Comprehensive Education Data and Research System (CEDARS) Reporting Guidance supplements the CEDARS Manual and appendices. It provides schools and districts detailed reporting requirements and answers to frequently asked questions.

Information contained within this document is intended to be complementary to information contained within other OSPI documents, namely the CEDARS manual itself. Please contact Customer Support if you find inconsistencies in our guidance.

Where appropriate or necessary, this document will refer to the appropriate CEDARS Manual submission file(s) and elements affected by this guidance.

Publication Process

Version	Activity	Date	Publishing and System Changes Notes
Version 1	Original	March	Data Manual, Appendices, Course Code List, and Reporting Guidance*. <i>*Reporting Guidance may be posted for the first time at a later date.</i>
Version 2	1st Update	September	When CEDARS is rolled over to the new school year. At a minimum to accommodate new program codes.
Version 3	2nd Update	January	At a minimum to accommodate new program codes.
Version 4	3rd Update	April	Final version. At a minimum to accommodate new program codes.

CEDARS FUNCTIONALITY

Logical Delete

A logical delete happens when a change is made to a key element in a record that is submitted to CEDARS. For a list of elements, including which are key elements, see the CEDARS Data Manual: www.k12.wa.us/data-reporting/reporting/cedars.

After a submission has been checked for data errors and submission exceptions, CEDARS logically deletes any records existing in CEDARS from previous successful submissions that it cannot identify in the new submission. CEDARS checks for records to logically delete by school year, it does not compare submissions from other school years.

There are three reasons why CEDARS would be unable to identify a record:

1. The record was submitted in the last submission that loaded successfully, but is not present in the most recent submission.
2. The record was submitted in the last submission that loaded successfully, but has errors in the most recent submission. Please note that this does not mean all submission exceptions will lead to logical deletes. If a record with errors has never been successfully loaded to CEDARS before, or was logically deleted in the past, it will not appear in the logical delete list for the latest submission.
3. A key element used to identify the record has changed. Each table has a combination of elements that must be unique in CEDARS and are used to identify records. These elements are called key elements. If any value in these elements changes, the old record will be logically deleted.

The logical delete threshold is the percentage of logically deleted records in a submission that are allowed before halting your submission. By default, CEDARS sets the logical delete threshold to 2% for all files. Threshold settings can be changed in the Submission tab of the CEDARS application.

A submission that exceeds the logical delete threshold will not process until the logical delete has been accepted. Once you accept the logical delete, the submission will load that evening. Currently, only one submission per school year can process each night, so if a new submission is submitted the same day you accept the logical delete, the new submission will override the accepted submission that exceeded the logical delete threshold. More often than not, the new submission will contain the same data, and will exceed the logical delete again and the data will not load until you accept the logical delete threshold again.

You can verify if a submission has processed successfully via the Submission tab in the CEDARS application in the Submission List. This is also where you can view the details for records that have been logically deleted in successful submissions.

LOCATION

Start Date

The CEDARS Initial School Start Date is the first instructional date of the regular school year (not including summer school) that classes are offered for students at this school, as reported in *Element A07 – Initial School Start Date*.

Unanticipated Delay

If school is cancelled on the originally scheduled start date because of an unanticipated event, the Local Education Agency may report either the date that school was scheduled to begin or the first date students were served.

Schools may adjust the start date as long as:

- It does not impact the September enrollment count day
- The basic education requirements for minimum instructional hours are met

Related Elements

Start/enrollment dates are reported in multiple files and may be contingent upon the date reported in *Element A07 – Initial School Start Date* depending on the student information system (SIS) your local education agency uses. These elements must be changed if *A07 – Initial School Start Date* was modified and the business rules and/or SIS requires the element dates to match.

- District Student File (B)
 - Element B14 – Date Enrolled in District
- School Student File (C)
 - Element C06 – Date Student Enrolled in School
- Staff Schedule File (G)
 - Element G08 – Instruction Start Date
 - Element G11 – Term Start Date
- Student Attributes and Programs File (I)
 - Element I07 – Start Date
- English Learners File (J)
 - Element J07 – Program Status Start Date
- Student Special Education Programs File (K)
 - Element K14 – Program Start Date
- Student Growth File (Q)
 - Element Q07 – Start Date

Resources

Enrollment count day: [OSPI School Apportionment](#)

Instructional hour requirements: [The Washington State Board of Education \(SBE\)](#)

DISTRICT AND SCHOOL ENROLLMENT

In this section, guidance is given to assist in general questions relating to enrollment, graduation codes, withdrawal codes, and demographic data elements.

Eligibility

Determining whether or not the student qualifies to enroll in a school is the responsibility of the district.

New Washington Resident

The district must review the enrollment records, transcripts, or other available educational records to determine if the student would be considered a graduate by the district.

Students are not eligible to receive state-funded schooling in Washington when:

- The student has received a high school diploma or equivalent
- The student would qualify to be graduated when enrolled in the district

If it is determined the student has not received a diploma, nor qualifies for one, the district may enroll and serve the student.

If a student is determined not eligible and was already reported to CEDARS, the student must be flagged in the Student Information System (SIS) so they would not be submitted in any further CEDARS submissions. Removing them from the CEDARS submissions will cause the student to be logically deleted from CEDARS, which is appropriate.

See *Enrollment Changes* for transfer reporting guidance.

Older Than Age 18

Students can be served in public school past age 18 if they have not graduated. They should be reported as actively enrolled.

Students are no longer eligible for services if they turn 21 prior to August 31 of the serving school year.

Student Turns 21	Eligible for Services
On or after September 1 of the serving school year	Yes
On or before August 31 of the serving school year	No

Previously Graduated

Per [WAC 392-121-108](#) districts may not continue to provide public education services for students who have been reported to CEDARS as Graduates. This includes students with IEPs and students in CTE programs.

Example 1:

Student graduates and has been reported as a graduate to CEDARS. The student wants to continue

participating in vocational skills center courses. This student is not eligible to continue enrollment in Skills Center once they are reported as a graduate.

Example 2:

Student with an IEP graduates and has been reported as a graduate to CEDARS. The student wants to continue participating in Life Skills or transitional skills courses or programs. This student is not eligible to continue enrollment once they are reported as a graduate.

Home or Resident District

Districts should report the district where a student physically resides in CEDARS District Student File (B), *Element B03 – Home County District Code*.

Homeless students enrolled in a district, but staying outside of a district's boundaries, should have their Home County District Code be the serving district until they are identified as having a fixed residence. At that time, you would update the value in B03 to correspond to their new fixed residence.

Students enrolled in a district due to residence in a non-high district, or through school choice, must have the county district code in which they reside reported in this element. Also, students living in 'border states' (Idaho or Oregon) but who have special agreement to be enrolled in a school in Washington, should also have *Element B03* reported as the serving district.

Student Name

The following guidelines should be followed for the student name elements in the CEDARS data collection. Beginning in the 2017-18 school year, OSPI will use preferred first, preferred middle, and preferred last name for reports and processes (including assessments), except when matching to other data sources that require legal name.

Legal Name

Whenever possible, the student's legal name should be reported in District Student File (B) Element B06 – Legal Last Name and Element B07 – Legal First Name. If the student's legal name is not available, or not provided, submit the name as provided by the parent/guardian.

Districts should change a student's legal name in CEDARS if the student or their parent provides documentation of a legal name change, such as a court-ordered name change or an affidavit of name change made pursuant to common law. School districts may adopt their own policies and procedures as to what constitutes confirmation of legal name change.

If the student is eligible for Direct Certification or Medicaid funding, the funding may be lost if the legal name is not provided correctly, because Department of Social and Health Services (DSHS) only has the student's legal name and the records will not match in the automatic match process performed by OSPI that communicates to DSHS.

If a student has only one legal name, report this in Element B06 – Legal Last Name and leave Element B07 – Legal First Name null.

Preferred Name

If a student has only one preferred name, report this in Element B36 – Preferred Last Name and leave Element B37 – Preferred First Name and Element B38 – Preferred Middle Name null.

Students have the right to be addressed by their preferred name while at school. Schools may not require a legal name change for changes to the student’s preferred name or for staff to use the student’s preferred name during class, on seating charts, during roll call, on tests and assignments and on other school records.

Birth Certificate Requirements

OSPI does not require districts to submit information to the state regarding the collection of proof of age, nor does OSPI require that districts collect this information.

Under [RCW 28A.225.160](#), “Except as otherwise provided by law or rules adopted by the superintendent of public instruction, districts may establish uniform entry qualifications, including but not limited to birth date requirements, for admission to kindergarten and first grade programs of the common schools.”

While a birth certificate can be one way for a district to verify a student’s name or age, a school district should accept a variety of documents for this purpose. Alternative documents could include, but are not limited to: a religious, hospital, or physician’s certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; or previously verified school records. School districts should make parents aware of these alternatives.

Requests for documents, such as birth certificates, must not unlawfully bar or discourage a student from enrolling and attending school, including a student who is undocumented or has parents who are undocumented, or a child or youth who is homeless as defined by the McKinney-Vento Homeless Assistance Act. A school district must not bar or discourage a student from attending school because the student does not have a birth certificate or has records that indicate a foreign place of birth.

Moreover, a district should not use a student’s birth certificate or other documentation provided as a basis for inquiring into the citizenship or immigration status of the student, his or her parents, or other families members. Such requests would likely have a discouraging effect on the enrollment of a student on the basis of immigration status and may violate state and federal civil rights laws, including [Title VI of the Civil Rights Act of 1964](#) and [Chapter 28A.642 RCW](#) and [392-190 WAC](#).

For more information, please see the following guidance from the Office for Civil Rights at the U.S. Department of Education:

- Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts, and Parents (revised May 8, 2014): www2.ed.gov/about/offices/list/ocr/docs/qa-201405.pdf
- Dear Colleague Letter on the Rights of All Children to Enroll in School (May 8, 2014): www2.ed.gov/ocr/letters/colleague-201405.pdf

Grade Level Determination

The determination of grade level placement and/or promotion is a district determination.

Washington does not have any RCWs or WACs that state this is a district's responsibility. As school districts in Washington operate under local control, decisions that are not guided by state laws are to be determined by local school district policy. This includes grade level placement.

The determination of a student's grade level, upon initial enrollment to a school district should be based upon:

- Social promotion or,
- Age level placement or,
- Transcript review for grade level determination.

The district policy should be applied consistently with all newly enrolled students and not on a case-by-case basis.

Students enrolled in kindergarten, including students participating in a transitional kindergarten program, should be submitted to CEDARS with a kindergarten grade level valid value that identifies how the program is funded, or the amount of time available to the student, not the amount of time they are attending. E.g., if a program is all day funded but the parent/guardian opts for their student to attend part-time, the student would still be submitted with a *K1 – Full Day Kindergarten* valid value in CEDARS District Student File (B), Element B13 – Grade Level.

Example scenario for reporting a mid-year grade level change:

- Student is in grade 9 in School A from September 15 – January 1
- Student obtains enough credits to be promoted to grade 10 in School A on January 2

Location ID	Grade Level (Element B13)	District & School Entry (Elements B14 & C06)	District & School Exit (Elements B15 & C08)	School Withdrawal Code (Element C09)
School A	9	09/01/2017	01/01/2018	T0
School A	10	01/02/2018	null	null

Graduation Year

Expected Year

Students in Washington are to be assigned an expected year of graduation, reported in CEDARS District Student File (B), Element B27 – Expected Year of Graduation, at the beginning of Grade 9 to reflect a 4-year period.

- Students with IEPs may be assigned an extended expected year of graduation, but this must be done by the time they are 16. Students with IEPs may be given up to 7 years to graduate if their IEP determines the need for 7 years.

- English Learners may also be given up to 7 years to graduate, and migrant students may be given up to 5 years.
- There are very few instances or exceptions in which a student's expected year of graduation may be changed once it is assigned within a school/district. If an error was made and is documented, when the expected year of graduation is first determined and reported, it is acceptable to update the incorrect record. For example, a student's IEP indicates the student will take 7 years to obtain the credits or skills to graduate, even though 4 years was initially reported; or an LEP student had an expected year of graduation set at 4 years prior to LEP assessment or transcript review from a sending school or district.
- If a student transfers in from another school district, the receiving school/district has the option, based on district policy, to assign an expected year of graduation based upon the number of credits the student has obtained. This can reset the expected year of graduation.

While the annual estimated graduation and dropout data are no longer being used for accountability purposes, these data are utilized at OSPI by many entities, including the Building Bridges and Reengagement program, requested by the legislature and researchers, and federally reported. The expected year of graduation is a vital component in calculating these rates, and this element is still requested by researchers as it answers a different question than Graduation Requirements Year. In addition to being used to calculate the annual rates, these data are used internally and externally for data review and research purposes.

Requirements Year

Students in Washington are to be assigned a graduation requirements year for which the student is held accountable for meeting the requirements for graduation, reported in CEDARS District Student File (B), *Element B26 – Graduation Requirements Year*.

To determine the Graduation Requirements Year, report the school year (spring) that is four years after the student enters 9th grade for the first time, regardless of where the initial grade 9 enrollment occurred. For example, students entering 9th grade in the 2017–18 school year are assigned a graduation year of 2021. If the student transfers to a new district and their expected year of graduation is adjusted, due to credit attainment or for any other reason, their Graduation Requirements Year may not be updated.

The Graduation Requirements Year is used in the Actual Cohort Graduation rate calculation and for End of Course assessment pre-id.

Regardless of the year reported for Expected Year of Graduation, the student is held to the graduation requirements that are defined for the Graduation Requirements Year. Students who take more, or less, time to graduate still must meet the graduation requirements for their assigned graduation year, not the year of actual graduation.

- Even if students with IEPs, transitional bilingual, or migrant students have an adjusted Expected Year of Graduation; they must meet the requirements of their unadjusted Graduation Requirements Year (9th grade entry plus 4 years). In other words, students are always held to the graduation requirements in place for their entering 9th grade class.
- This year is not to be changed due to IEP or State Transitional Bilingual Instruction plans. If

an IEP or State Transitional Bilingual Instruction plan indicates the student may have additional years to graduate, Expected Year of Graduation will reflect this extension.

Dual Enrolled

Multiple Districts

Students who are dual enrolled in multiple districts must have their enrollment and appropriate course information submitted by both serving districts.

An interdistrict agreement or contract between the home/sending district and the secondary district should detail:

- The district that will submit the student as *IsPrimary = Yes*
- The district that will be responsible for annual assessments
- The portion of FTE each district will claim for the student

If the student quits attending the second district, and the student remains enrolled in their home/sending district, the second district would submit district and school exit dates and a school withdrawal code of *T0 – Confirmed transfer to another school district within Washington State*.

If the student quits attending the home/sending district, but wishes to remain enrolled in the second district, a choice transfer agreement must be created and the district would then assume all responsibility for the student, including but not limited to primary responsibility, assessments, accountability, and reporting.

Home School or Private School *and* Public School

Home school or private school students who are only participating in ancillary or non-credit activities (sports, clubs, etc.) do not need to be submitted to CEDARS.

Home school or private school students receiving educational services in your district, attending classes (in class or online), attending a Skill Center, or participating in Running Start via your district must have their status documented and submitted to CEDARS as follows:

- Home School
 - A current signed intent to home school must be on file
 - Student Home school status must be submitted in *Element B23 – Is Student a Home-Schooled Student Attending Class Part Time?*
- Private School
 - Verification of student enrollment in a private school must be documented
 - Student private school status must be submitted to *Element B22 – Is Student an Approved Private-School Student Attending Class Part Time?*

The data collected within the elements listed above are used to meet the reporting requirements of [WAC 392-121-182](#): *“Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the school district in any required state or federal accountability reporting for that school*

year, subject to existing state and federal accountability rules and procedures.”

Due to requirements outlined in the WAC, districts must report if private or home school students are participating in approved ALE programs and if they are claimed with an FTE of ‘less than or equal to 0.8’ or ‘greater than 0.8’ at any time from the start of a school year through January of the same school year.

This means home school or private school students (those reported with valid value of 3) will be included in state and federal reporting. Prior to the 2012-13 school year when this WAC was implemented, these students had previously been excluded from annual state testing requirements, reports and other calculations.

While we recognize the enrollment/FTE percentage for home school and private school students participating in approved ALE programs can change after January, once a value of 3 is submitted, it should not be changed for the remainder of the school year, regardless of any change in FTE for that student.

Home school or private school students who are not claimed at greater than 0.8 FTE for ALE in any one month through January of the current school year, may choose to participate in/take the state assessments. But their results are not included in the aggregate results for their enrolled school/district, nor are they included in any accountability determinations for schools/districts, regardless of the primary status of the student(s).

Primary Status

The final decision as to whether or not to report home school or private school students, enrolled and receiving educational services in a school within your district, as *IsPrimary=Yes*, within School Student File (C), *Element C10 – Is this the School that is Primarily Responsible for the Student?*, is a district decision.

Students who are enrolled and participating in classes must be submitted to CEDARS. The decision as to whether or not to report these students as *IsPrimary=Yes* is a district decision*. However, it is the recommendation of the Student Information office to report the students as *IsPrimary=Yes* to CEDARS if your district is the only public school/district providing public education services. Reporting the students as *IsPrimary=Yes* will allow the students to be included in your enrollment reporting, including but not limited to: October and May 1 student enrollment, November 1 Child Count for Students with IEPs, Free/Reduced Meal Reporting (if students are determined eligible), and a host of other reports.

*Except when the home school or private school student is enrolled in a district for the sole purpose of participating in a Skills Center. In that scenario, the student must be reported as *IsPrimary=Yes* at the high school and *IsPrimary=No* at the Skills Center.

Enrollment Change

The appropriate valid value to use when reporting a home school or private school student exiting your district is *T2 – Confirmed Transfer to private or Home school in Washington State*.

Running Start

Running Start participation requires enrollment in the local school district, at the high school, and have obtained junior or senior standing. Junior or senior standing is determined in accordance with a school district's grade placement policies.

Full-time Running Start students must be reported as *IsPrimary=Yes* in School Student File (C), *Element C10 – Is this the School that is Primarily Responsible for the Student?*. These students are not excluded from state accountability reporting solely based on their Running Start status.

Home school or private school students enrolled in your district for the sole purpose of attending Running Start must be reported in CEDARS. If these students are attending Running Start classes, they are choosing to access public education and therefore must fill out the required district enrollment paperwork, be assigned an SSID, and be reported in CEDARS.

Additional information on Running Start can be found on the [OSPI Running Start FAQ](#) and the [Washington State Board for Community and Technical Colleges site](#).

Skills Centers

Any student seeking to enroll/participate in a Skills Center must be enrolled through the local public school district at the high school and have obtained at least grade nine standing. Grade nine standing is determined in accordance with a school district's grade placement policies.

Regardless of a student's enrollment or primary school status, they cannot enroll in the Skills Center only.

Choice

Learning by Choice

There are three methods by which students can be enrolled or served outside of their home or serving school without physically moving outside of the school boundaries:

- Intradistrict Enrollment
- Interdistrict Enrollment
- Enrollment through School Choice

Students may opt to enroll in a district that is outside of their serving district for a variety of reasons. These students must be granted a release from their serving district and be accepted into enrollment in the district they wish to attend. Students who choose this enrollment option must be reported within CEDARS, through School Student File (C), *Element C11 – School Choice Code of 3 – Student Enrollment Options (State Law)*.

Intradistrict Enrollment - Personal Choice

Students who enroll in another school within their district, due to parent or student choice, for purposes of educational opportunities, day care, or other personal reasons are not to be reported

as enrolling through School Choice. The correct school enrollment for the student is to be reported but there are no further reporting requirements.

Intradistrict Enrollment - Accountability or Persistently Dangerous School Status

Students who transfer schools within their district due to their home/serving school failing to meet accountability requirements, or being identified as "Persistently Dangerous", as originally defined in Every Student Succeeds Act (ESSA) are also to be reported within School Student File (C), *Element C11 – School Choice Code*, valid values 1 and 2, respectively.

Intradistrict Enrollment - Student Services

Schools/districts may have students who require special services or educational opportunities they cannot provide, e.g., special education services or gifted education. The home/school may then enter into an inter-district agreement with a local school/district to provide the needed services or education for the student(s). These students are not to be reported as being enrolled through School Choice.

Interdistrict Enrollment- Student Services

Schools/districts may have students who require special services or educational opportunities they cannot provide, e.g., special education services or gifted education. The home/school may then enter into an inter-district agreement with a local school/district to provide the needed services or education for the student(s). These students are also not to be reported as being enrolled through School Choice.

For additional information visit the [Learning by Choice site](#).

Preschool

All students enrolled in and receiving preschool, or PreK, education or services must be reported to CEDARS per ESSA [Section 1111\(h\)\(1\)\(C\)\(viii\)\(II\)\(aa\)](#). The following must be included when submitting data for preschool students:

- District and school enrollment
- Ethnicity and race
- Preschool program funding sources in Student Attributes and Programs File (I), *Element 106 – Program Code*
 - See *Student Attributes and Programs* for specific guidance on those codes.
- All other appropriate program information

Districts are not required to submit student course, student/staff schedule or staff file information for preschool students.

This unique population of students differs from the grades K-12 population in that they may be enrolled and served for a very short time period for speech services, contracted special education, or early head start learning.

Preschool students who are withdrawn from schools/districts often present a challenge when

determining the correct, or proper, school withdrawal code to utilize. Preschool students whose reason for withdrawal is not clear, reporting withdrawal code *TO – transferred out of district/school* is acceptable.

Institutional Education

Special attention is required to manage enrollment data for incarcerated and previously incarcerated juveniles receiving K–12 basic education services. Institutional education services are provided to students in six program areas:

- Residential habilitation centers
- Long term juvenile institutions
- Community facilities
- County detention centers
- Department of Corrections
- County and city jails

A student should be reported as enrolled when they have been:

- Enrolled in the institutional education facility and received educational services
or
- Enrolled in the institutional education facility and was scheduled to engage in educational activity

Students that were detained and were not provided educational services should not to be reported in CEDARS. *Example: Student admitted on Friday evening and released Sunday morning.* Not all facilities are served by institutional education programs via the Educational Service Districts or School Districts. Students admitted to facilities not providing these services should not be reported to CEDARS.

The following scenarios provide guidelines for determining if a student is considered enrolled in an institutional education facility and when it should be reported in CEDARS.

- Enrolled – A student enters a juvenile facility on a Monday morning, receives educational evaluation Monday afternoon and attends classes starting Tuesday morning in the juvenile justice school classroom. Educational evaluation and services have been provided and the student should be reported in CEDARS.
- Enrolled – A student enters a juvenile facility on Sunday afternoon, and by mid-day Monday their sending school provides the student’s current classroom and homework assignments. With the assistance of the juvenile justice school teacher(s), the student works on their school work in the classroom each day. Educational evaluation and services have been provided and the student should be reported in CEDARS.
- Enrolled – A student enters a juvenile facility on Saturday night, and Monday morning receives educational evaluation and is assigned school work by the juvenile justice school teacher(s). Student is in attendance through Tuesday and then exits Tuesday night. Educational evaluation and services have been provided and the student is reported in CEDARS.
- Not enrolled – A student enters a juvenile facility Friday night and exits Sunday morning. No educational evaluation or other services have been provided. Student should not be

reported in CEDARS.

- Not enrolled – A student enters a juvenile facility Saturday night and Monday morning is taken to court for his/her hearing. Student is released/exits at 2:00 p.m. on Monday. No educational evaluation or other services have been provided. Student is not reported in CEDARS.

Districts may choose whether or not to withdraw the student once they are informed of the institutional education enrollment. A district may choose to keep the student enrolled in their school and wait for the student to return after the suspension or expulsion has been satisfied. If the student has a longer arrangement, the district may choose to withdraw the student.

- If the student is withdrawn from the district due to a suspension or expulsion and is enrolled in an institutional education facility:
 - The district should report the days of absence, submitted in Student Absence File (N), related to the suspension or expulsion up to the point the student is withdrawn.
- If the student is not withdrawn from the district due to a suspension or expulsion and is enrolled at an institutional education facility:
 - The district must change the student *IsPrimary* status to *No* until the student returns to enrollment in their district.
 - The district may not claim FTE funding for the student while they are enrolled in an institutional education facility.
 - The district must report the days of absence, submitted in Student Absence File (N), related to the suspension or expulsion up to the point the student returns from the suspension or expulsion. These absences should be reported as excused.

Enrollment Changes

Graduates and Completers

Associate's Degree

[HB 1758](#), Pathways to a High School Diploma, allows students earning an associate's degree from a community or technical college to earn/receive a high school (HS) diploma from the college they are enrolled in, even if they have not otherwise met the high school graduation requirements (credits, state assessments, high school and beyond plan and culminating project).

High School Diploma

High school diplomas may be issued by:

- School districts
- Community colleges approved to issue high school diplomas
- Technical colleges approved to issue high school diplomas

School districts, community colleges, and technical colleges must follow the State Board of Education (SBE) minimum requirements. They may also enforce local graduation requirements in addition to those set by the SBE. In the event of local requirements in addition to state requirements, the diploma issued is simply a standard high school diploma.

International Baccalaureate Diploma

[HB 1524](#) allows students that complete the requirements of an International Baccalaureate Diploma Programme, to be recognized as graduates if they have also:

- Met assessment requirements
- Studied U.S. and Washington Constitutions

Modified High School Diploma

Students receiving Special Education Services may be granted modified graduation requirements as specified in their Individualized Education Program (IEP).

Multiple Diplomas

Students can be reported as *Graduated with Multiple Diplomas* if they earn both a regular High School Diploma and an Associates of Arts (AA) degree while enrolled.

Transfers

New to Washington Public Schools

Element C14 – Confirmed Transfer In is for reporting a student enrolling in a school was last enrolled outside of Washington State, in a private school, or home school. See *Dual Enrollment* if the student will be co-enrolled in both a private school or home school and your district.

When students are continuing enrollment within Washington Public Schools, this element should be left blank. This information is used to assist in the determination of graduation alternatives available to students.

Confirmed Transfers

During the school year, students move in and out of districts throughout the state, often without notifying the 'sending' district of where they will be enrolling in school once they have moved. This then presents the challenge to schools and districts attempting to locate these students, so they can report the student as a confirmed transfer and to ensure the student's educational records are forwarded, as appropriate.

Below are guidelines for determining confirmed transfers and the Valid Values to be used when submitting a confirmed transfer to *Element C09 – School Withdrawal Code*:

- T0 – Confirmed transfer to another school district within Washington
 - Student whose transcripts and/or student records have been requested by another school/district in Washington or the district can identify the student as enrolled in another school/district in Washington using our state level student reporting system
 - Student whose transcript and/or student records have been requested by a local community/technical college high school completion program who is confirming enrollment
- T1 – Confirmed transfer from one school to another within the same district

- The student has moved enrollment, changed schools, within the district and is actively enrolled and participating in education
- T2 – Confirmed transfer to private or Home school within Washington
 - Student’s parent/guardian have filed a signed ‘Intent to Provide Home-Based Instruction’ with the school/district or the student’s transcripts and/or student records have been requested by a private school in Washington along with information that the student is being enrolled in the private school
- T3 – Confirmed transfer out of Washington
 - Student whose transcripts and/or student records have been requested by a school/district outside of Washington,
 - Student was enrolled in the school/district as a foreign exchange student, their exchange term has ended, and the student has returned to their home country,
 - Student’s parent/guardian is a member of the military and confirmation is received that the family has moved out of the country,
 - Student and their parent/guardian have moved out of the country for work purposes and confirmation is received that the family has moved out of the country, or
 - Student meets the district policy for confirmation of leaving the U.S. to return to their country of origin
- TM – Confirmed transfer to medical facility with confirmation of educational services
 - Student is in care of a medical facility and confirmation that the student is received that educational services are being provided

The CEDARS application in the [Education Data System](#) (EDS) has several tools to assist with finding confirmed transfer students:

- Search Students tab
- Student Record Exchange
- P210 Withdrawal Report

These tools allow schools/districts enrolling students to determine if a student has been enrolled elsewhere in the state prior to their enrolling in the receiving school/district. The Student Record Exchange Request Records feature also enables the enrolling school/district the ability to request enrollment information for these students.

Confirming transfers for students who become enrolled in school outside of Washington public schools can be done in a variety of ways. Below are examples of information that would allow a student to be submitted with a confirmed transfer withdrawal code:

- Written request for records from enrolling school/district
- Faxed request for records from enrolling school/district
- Sending school/district may contact the school/district of reported enrollment and obtain verification of a student’s enrollment

Regardless of the manner in which the request for records or verification of enrollment is received, it is the responsibility of the sending school/district to ensure the request is valid and that the information will hold up to audit and review. E.g., a phone call requesting records could be from anyone. Documenting the requestor’s information (name, date, name of enrolling entity, address)

to whom the records are being sent, verifying them via internet search or other means, and then storing all information within your student information system would ensure the request was valid.

Unconfirmed Transfers

Students in Washington who leave their enrollment, with the student and/or parent or guardian indicating they are moving and will be enrolling in education elsewhere, but confirmation of re-enrollment in education is not received are to be reported as:

- U3 – Unconfirmed transfer until such time confirmation is received or it is determined the student is a dropout.
 - Students reported with a U3 – Unconfirmed transfer are included as a dropout for state accountability and all other reporting purposes.

Charter School

Students transferring to a Washington charter school may do so without completing a Choice Transfer agreement. Charter schools do not have the specific service, or enrollment, boundaries that other public school districts have.

When a student transfers to a charter school, use I withdrawal code *T0 – Confirmed transfer to another school district within Washington State*.

T1 Withdrawal Code

Student has moved enrollment between schools within the same district, during the same reporting school year.

The T1 withdrawal code may be used to tell CEDARS a variety of new information about a student within one school year:

- For situations where the student is changing primary status but not actually leaving the school.
- For students changing schools within the district within the same school year
- For dual enrolled students who change to enrollment in only one of the schools within the district E.g., student half-time at school A and school B in the district chooses to go full-time at school A part way through the school year).

When NOT to use the T1 withdrawal code:

- To “roll-up” students at the end of the school year to a new school, e.g., elementary to middle school)
- Re-enrolling a student who was previously reported as a drop-out from your district.

School districts may use a T1 withdrawal code for records that have overlapping school enrollment spans. The purpose of using T1 is to reflect that the student transferred their primary school, allowing these records to be loaded by the CEDARS database for reporting and to remove them from the submission exception errors page.

An example of these records using T1 as the withdrawal code that will NOT cause a CEDARS error in the school student file:

Student enrolls in School A (Primary School) and School B on 9/1/09. Student withdraws from School A (Primary School) on 3/10/10 and is still enrolled in School B. School B becomes students Primary School on 3/11/10. Three records are reported in the School Student file for the student as:

Location ID	School Entry	School Exit	Withdrawal Code	Primary School Flag
School A	9/1/2009	3/10/2010	T1	Yes
School B	9/1/2009	3/10/2010	T1	No
School B	3/11/2010			Yes

In-district transfer with no break in service:

Student enrolls on November 1, 2010 in District A, High School #1. On January 10, 2011 the student transfers to High School #2 within the same district. The district would report a T1 school withdrawal on January 10, 2011 from High School #1 and an entry of January 11, 2011 to High School #2. A district withdrawal is not reported since the student is still enrolled within the district.

Non-Attendance Withdrawal

[CEDARS Data Manual](#)

[School Student File \(C\)](#)

[Element C09 – School Withdrawal Code](#)

[CEDARS Appendices](#)

[Appendix M – School Withdrawal Codes](#)

School districts have the flexibility to define minimum enrollment thresholds for their students (e.g. when to withdraw students) in their policy.

For CEDARS reporting, a threshold of 20 consecutive full days of unexcused absences is *suggested* as the minimum amount of time to keep a student enrolled prior to withdrawing the student for non-attendance. ~~Students who have 20 consecutive days of unexcused full-day absences are to be reported to CEDARS with a withdrawal code of either dropout or unknown.~~

If a local education agency withdraws a student for non-attendance, they should report the student to CEDARS as follows:

- School Withdrawal Code (Element C09) is *U4 – Involuntarily withdrawn due to non-attendance* ~~U1 – Unknown dropout or D0 – Dropout Other~~
- Date Exited from District (Element B15) and Date Student Exited from School (Element C08) are on or after the *date of the last recorded unexcused absence* ~~20th day of unexcused absence~~
- Report all full-day unexcused absences leading up to the student being withdrawn for non-attendance
- Continue to report the student for the remainder of the school year; do not remove them from student information systems (SIS).

Withdrawing a student does not relieve a district of their responsibility to attempt to locate and reengage the student. Districts must still follow the required steps in response to unexcused absences outlined in the compulsory attendance law ([RCW 28A.225](#)).

For more information, please see the [OSPI Attendance site](#).

Changes Between School Years

There are several categories of students who exit between school years:

- District receives a records request for a student between school years (confirmed transfer, school withdrawal code of T0, T2 or T3 dependent upon type of transfer confirmation received)
- District receives notice from parent/guardian/student that student is moving and will not be enrolled in new school year (unconfirmed transfer, school withdrawal code of U3)
- Student is enrolled through end of prior school year, expected to enroll/participate in new school year and does not appear in the fall (school withdrawal code of U2)

The exit/withdrawal information for each of the above scenarios should be reported in the prior school year. Reporting the exit in the prior school year ensures the student is not inappropriately included in any reporting for the new school year, e.g., Title I, Gifted, LAP, Unexcused Student Absences, LEP/Bilingual, etc.

The decision on how/when to report students who exit from a district between school years is a district decision. As always, we do recommend that districts be consistent with how they report these students and apply the same business rules to all.

Student reported as dropout/unconfirmed transfer, but information on enrollment is later received.

Student exits school and district on February 22, 2011, informing school they are moving to another state. As information is not available as to where the student will be enrolled the school withdrawal code must be reported as an Unconfirmed Transfer-U3 and report an exit from school and district date of February 22, 2011. April 25, 2011 the district receives a transfer request for the student from their new enrolling school. The school should then update the withdrawal code for the student to reflect a T0-Confirmed Transfer out of District in their SIS system. CEDARS will reflect the change in the student's status after the next submission of data from the district.

Student exits with Unconfirmed Transfer, confirmation is received in next school year.

Student exits school and district on June 8, 2010, informing school they are moving to another state. As information is not available as to where the student will be enrolled the school withdrawal code must be reported as an Unconfirmed Transfer-U3 and report an exit from school and district date of June 8, 2010. On September 29, 2010 – after the district has completed their year-end transition filings, the district receives a transfer request for the student from their new enrolling school. As the final year end files have been submitted, the district will need to update the withdrawal code for the student to reflect a T0-Confirmed Transfer out of District in their SIS

system and within CEDARS via a CEDARS submission for the appropriate school year.

Student enrolls in a school/district but never attends.

A student who enrolls in a school within your district but never attends should not be submitted to CEDARS. If the student's records are submitted to CEDARS and then it is determined that the student did not receive educational services and should not be reported the student should be removed from your CEDARS submissions. Their records will be appropriately logically deleted after the CEDARS submission in which their records are removed/not reported. If a district chooses to report the student's enrollment and exit during the school year the student did not attend the student may be included in some reports.

Immigrant Attribute

Immigrant is an attribute of a student, and does not indicate the student is enrolled in a program or receiving services. A student meets the definition of Immigrant if they are between the ages of 3 and 21, were born outside of the United States and have attended school in the United States for less than three full academic years. Students born in any of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico ([Section 3301\(6\) of ESEA](#)) are not considered immigrant.

Starting with the 2014-2015 School Year, we stopped collecting *Element B31 – Is Student Identified as Immigrant*.

Immigrant status is determined using a combination of:

- Element B09 – Birth Date
- Element B10 – Birth Country
- Element B32 – Initial USA School Enrollment
- Element B24 – Student Exchange Status

Students born on military bases outside of the 50 states or the District of Columbia must have the country in which they were born reported in *Element B10 – Birth Country*.

For students who enroll new to your district their transcript or other school records should provide the information necessary to complete *Element B32 – Initial USA School Enrollment*.

If your district enrolls a student prior to receiving the transcript or other student records, and you do not have the Initial USA Public School Enrollment you may treat the student as if your district is the first district they are entering in the United States and provide information accordingly. After you have received the student(s) transcript or enrollment records from their previous school(s) you may then update the information as appropriate.

School districts may not use this information to bar or discourage students' enrollment based on their or their parents' actual or perceived immigration or citizenship status (see Title VI of the Civil Rights Act and Chapters [28A.642 RCW](#) and [392-190 WAC](#)).

Military Parent or Guardian

With approximately one hundred thirty-six thousand military families in Washington State, it was

determined an identifier is needed which allows educators and policymakers to monitor critical elements of education success.

District Student File (B), *Element B35 – Military Parent or Guardian* collects information that indicates whether or not a student’s parent or guardian is currently in the military as required by [RCW 28A.300.505\(2\)\(b\)](#) and further defined in [Substitute Senate Bill 5163](#). Information about parent or guardian military status should be collected regardless of custodial rights or whether or not the student resides with the parent affiliated with the military. The parent or guardian who usually fills out the student’s personal information should fill out to the information to the best of their ability.

Upon initial enrollment of the student and in each subsequent school year served thereafter, the school is charged with ascertaining the student’s family military status. Schools and districts are not being asked to actively collect changes to this element in real-time throughout a school year. If the student’s family military status changes during the school year, the valid value first reported should only be updated if the student/family reports a parent or guardian has entered military service or if it becomes apparent a reporting error has occurred; in which case, the valid value should be corrected as appropriate.

Valid value *X – Data Not Available* is to be used only as a placeholder when needed, while schools and districts are in the process of collecting the data. Valid value X should not be the final valid value submitted for students in *Element B35 – Military Parent or Guardian*. The expectation is that the data submitted to Element B35 will be updated and included in the districts next CEDARS submission to reflect the actual valid value that applies to the student.

The [Military Family Education Coalition](#) has additional information regarding the Military Family Indicator and the requirement within ESSA to collect and report this information.

Armed Services Vocational Aptitude Battery (ASVAB)

Legislation passed in the 2019 session ([HB 1599](#)) established multiple graduation pathway options. Meeting a score standard on the Armed Services Vocational Aptitude Battery (ASVAB) test is one of the options.

ASVAB data is collected in elements:

B39 – ASVAB Test Status

B40 – ASVAB Test Score

B41 – ASVAB Administration Year

The Department of Defense does not provide ASVAB data to OSPI, nor do the individual branches of the military. Districts and schools are responsible for collecting this information. Scores for ASVAB tests taken at Military Entrance Processing Station (MEPS) are distributed directly to the student. If the student took the ASVAB as part of the Career Exploration Program, the CEP Education Services Specialist may distribute scores to the student or directly to school counselors.

The State Board of Education (SBE) [Graduation Pathway Options](#) site contains additional information about the ASVAB graduation pathway option.

The [official ASVAB site](#) and the [ASVAB Career Exploration Program site](#) contain more information about the test itself.

STUDENT DEMOGRAPHIC INFORMATION

School districts may change the demographic items listed below upon student or parent/guardian request. Districts may determine the process by how the requests are made, e.g., verbal or written.

- Legal Last Name
- Preferred Last Name
- Legal First Name
- Preferred First Name
- Middle Name(s)
- Ethnicity and/or Race
- Gender (see additional information below regarding Gender Identification)

The change(s) should be made within the district's Student Information System (SIS) and sent as the new value in the next CEDARS submission. The new value will replace the value previously sent for the student.

Gender Identification

From the Equity and Civil Rights Office - In our state, because there are no requirements for how gender is collected for the purpose of maintaining student records, school districts should adopt a process similar to the one they use for a student who wishes to change their ethnicity. It provides a process for parents and/or youth to change their gender designation in student information systems and on school documents. The process should not be overly cumbersome, and the district should not require verification from a physician. In other words, it should be relatively simple. This change is not retro-active, but it should be effective moving forward. The following is the official language sent to school districts in our student information management newsletter and reporting guidance:

"School districts may change a student's gender designation upon parent/student request, by using a process similar to the one they use to change a student's ethnicity. The change should be recorded in the district's Student Information System and sent as the new value in the next CEDARS submission. The new value will replace the value previously sent for the student."

Beginning in the 2018-2019 school year CEDARS will begin collecting non-binary gender. CEDARS District Student File (B), Element B12 - Gender is a required data element and may submitted with the valid values of M - male, F - female or X - gender not exclusively male or female. This change to the CEDARS collection is a result of the Department of Health Washington Administrative Code change, [WAC 246-490-075](#), in that birth certificates may be re-issued utilizing X as gender. However the CEDARS collection does not require the presentation of birth certificate as part of the collection or reporting of gender information. For any student record submitted to CEDARS, as defined under the above guidance, for which a student does not identify as male or female, that submission record may report X - gender not exclusively male or female.

Any change(s) should be made within the district's Student Information System (SIS) and sent as the new value in the next CEDARS submission. The new value will replace the value previously sent for the student.

STUDENT ATTRIBUTES AND PROGRAMS

Students that received services, participated in a program, and/or is identified with an attribute are reported in *Student Attributes and Programs File (I)*. The purpose of this guidance is for data reporting purposes only. It should not be used to determine attribute or program eligibility.

Attribute and program types are reported in *Element 106 – Attribute or Program Code*. All valid program codes are listed in [CEDARS Appendix F](#) for the reporting school year.

Attribute and program exit reasons are reported in *Element 109 – Exit Reason Code*. Valid exit reason codes are located in the following CEDARS documents:

Program	Document
Washington State Seal of Biliteracy	CEDARS Appendices – Appendix L
All Other Programs	CEDARS Data Manual – Element 109

Attribute and program qualification reasons are reported in *Element 110 – Qualification Code*. Valid qualification codes are located in the following CEDARS documents:

Program	Document
Disability	CEDARS Appendices – Appendix I
Free and Reduced Meals	CEDARS Appendices – Appendix X
GRADS Program	CEDARS Data Manual – Element 110
Reengagement	CEDARS Appendix R
Washington State Seal of Biliteracy	CEDARS Appendices – Appendix K

Attributes

504 Plan

Section 504 of the Rehabilitation Act of 1973, commonly called "Section 504," is a federal law that protects students from discrimination based on disability. This law applies to all programs and activities that receive funding from the federal government-including Washington public schools.

Students with 504 plans must be reported in Student Attributes and Programs File (I) using the attribute code identified in [CEDARS Appendix F](#).

If the student is no longer receiving accommodations as part of a 504 plan, exit data must be reported in *108 – Program Exit Date* and *109 – Exit Reason Code*.

If the student exits the school or district, exit data is not required in *108 – Program Exit Date* and *109 – Exit Reason Code*.

Additional information is available on the [OSPI 504 Plans and Students with Disabilities](#) site.

Student Identified with a Disability

Finalized and approved reporting guidance pending, but will be added in a future publication.

Unaccompanied Youth

The term 'unaccompanied youth' identifies students who are not in the physical custody of a parent or guardian. These students may or may not be homeless. If a student is identified as an 'unaccompanied youth' they are to be reported in CEDARS Student Attributes and Programs File (I), *Element 106 – Program Code, Valid Value "24"*.

Washington State Seal of Biliteracy

The Washington State Seal of Biliteracy was established to recognize public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. "Participating school districts with students eligible to receive the Seal, shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal." ([RCW 28A.230.125](#)).

OSPI has drafted criteria for awarding the Seal of Biliteracy ([RCW 28A.300.575](#); [WAC 392-410-350](#)) and is developing the Washington Administrative Code (WAC).

Graduating high school students must meet the following criteria to be awarded the Seal:

- Demonstrate proficiency in English by meeting the graduation requirements in English and meeting standard on reading and writing or English language arts assessments; and
- Demonstrate proficiency in one or more world languages.

The student's high school transcript and high school diploma must include a notation to indicate that the student earned the WA State Seal of Biliteracy.

Students can earn a "Proficient" designation that is displayed when the student has demonstrated proficiency in one or more world languages but has not yet met the other requirements for the Seal. This status was created to recognize students who were on track to earn the Seal prior to graduation. The status is converted from "Proficient" to "Earned" after the student demonstrates proficiency in English and graduates. Proficiency in English is demonstrated by meeting the graduation requirements in English and meeting standard on reading and writing or English language arts assessments.

Students can earn the Seal of Biliteracy in multiple languages. On the transcript, each language will be represented with a different line. Please note that a student will earn the Seal in all languages that proficiency has been demonstrated in at once as the transition from "Proficient" to "Earned" is contingent on the ELA graduation requirements and graduation.

Districts must submit information for students who are determined to be Washington State Seal of Biliteracy Proficient to CEDARS Attributes and Programs File (I), beginning with the 2015-16 school

year.

- Element I05 – Location ID, report the location id of the school that identifies the student as either being recognized as Washington State Seal of Biliteracy Proficient or Washington State Seal of Biliteracy Earned
- Element I06 – Attribute or Program Code, valid value 42 – Washington State Seal of Biliteracy Proficient or valid value 41 – Washington State Seal of Biliteracy Earned
- Element I07 – Start Date and Element I08 – Exit Date, provide the date the student is identified as Washington State Seal of Biliteracy Proficient or the student Earned the Washington State Seal of Biliteracy.
- Element I09 – Exit Reason Code, report the method by which the student became Washington State Seal of Biliteracy Proficient or the Seal was earned. A list of the recognized assessment methods is found in CEDARS Appendix L <http://www.k12.wa.us/CEDARS/Manuals.aspx>.
- Element I10 – Qualification Code, report the language code that identifies in which language the student is recognized as being Washington State Seal of Biliteracy Proficient or in which language the Seal of Biliteracy was Earned. Language codes can be found in CEDARS Appendix K, <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

Additional information regarding the Washington State Seal of Biliteracy can be found at <http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx>.

District Programs

Washington Reading Corps Literacy Support

The Washington Reading Corps (WRC) is a partnership between the Office of Superintendent of Public Instruction (OSPI) and the Washington Service Corps (WSC), a division of the Washington State Employment Security Department. The WRC program places AmeriCorps members in Early Learning Centers, elementary schools, and community-based sites across the state to help improve the foundational literacy skills of young students in grades PK–6, through research-based tutoring practices and effective collaborations among schools, families, and communities.

Students served through the Washington Reading Corps are reported in CEDARS *Student Attributes and Programs File (I)*, Element I06 – Program Code with value 44 – Washington Reading Corps Literacy Support.

School Programs

21st Century Community Learning Centers

Students participating in the 21st Century Program receive opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics.

Students participating in this program must be reported in Student Attributes and Programs File (I) using the program code in [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a school level program. If a school exit is reported in *C08 – Date Student Exited from School* and/or a district exit in *B15 – Date Exited from District*, then exit data must also be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

Additional information is available on the [OSPI 21st Century Community Learning Centers Program](#) site.

Career Launch

Part of the Career Connect Washington initiative, Career Launch programs provide students with real-life work experience related to their classroom studies. Students graduate with skills to be competitive in the job market and with a valuable credential beyond a high school diploma.

Students participating in Career Launch programs endorsed by the Washington State Board for Community and Technical Colleges (SBCTC) must be reported in Student Attributes and Programs File (I) using the program code in [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a district level program. If the student exits the district or is no longer participating in the program, report the exit date in *I08 – Program Exit Date* and the exit reason in *I09 – Exit Reason Code*. Exit data is not required when a student changes school enrollment if it is within the same district and they are continuing program participation.

Additional information is available on the [OSPI Career & Technical Education \(CTE\)](#) site.

College Bound Scholarship

In 2007 the Washington State Legislature established the College Bound Scholarship. This program provides state financial aid to low-income students who may not consider college a possibility due to the cost.

[WAC 250-84](#) outlines the program parameters, including student identification, eligibility, scholarship award amounts, and the roles of the Washington Student Achievement Council (WSAC) and OSPI.

Beginning with the 2017-18 school year, OSPI [securely collects data](#) from WSAC regarding all students that have submitted College Bound Scholarship applications. This information is combined with CEDARS student data.

Enrollment reports containing College Bound data are viewable in the CEDARS application in OSPI's

[Education Data System \(EDS\)](#).

Eligibility criteria and other information about the scholarship is available on the [Washington Student Achievement Council \(WSAC\) College Bound site](#).

Disability Code

If a student is identified as having one of the 15 disability categories listed in CEDARS Appendix I - Disability Codes, whether or not they are receiving special education program services, the disability is to be reported in Students Attributes and Program File (I). For more information, reference [WAC 392-172A-01035](#).

The data should be submitted to CEDARS in the following elements:

- Element I06 – Attribute or Program Code, Valid Value 36 – Student Identified with a Disability
- Element I10 – Qualification Code, Valid Value from Appendix I

There are two disability codes listed in CEDARS Appendix I that have restrictions for reporting applied to them:

Disability Code 1 – Developmental Delays

1. Students reported with Developmental Delays must be under the age of 9. A student must be the appropriate age for the entirety of the Disability record reported. The CEDARS validation only checks current school year CEDARS Submissions. If a File I Disability record does not contain a date in Element I08 - Exit Date, the CEDARS validation infers an Exit Date to determine if the student is an appropriate age by using the date of the CEDARS submission or the date reported in Element I07 - Start Date, whichever is greater."
 - a. Developmental Delay for a child birth through 2: A toddler shall be eligible if he or she demonstrates a delay of 1.5 standard deviations or 25% of chronological age delay in one or more of the following developmental areas, as measured by appropriate diagnostic instruments and procedures, including the use of informed clinical opinion, and administered by qualified personnel.
 - a. Cognitive development
 - b. Physical (vision, hearing, fine or gross motor) development
 - c. Communication (receptive and expressive language) development
 - d. Social or Emotional development
 - e. Adaptive development
 - f. Informed Clinical Opinion
 - (i) The State Lead Agency (SLA) must ensure that informed clinical opinion given by qualified personnel may be used as an independent basis to establish a child's eligibility even when instruments do not establish eligibility.
 - (ii) In no event may informed clinical opinion be used to negate the results of evaluation instruments used to establish eligibility.
 - b. Developmental delay for a student 3 through 8 who is experiencing developmental delays that adversely affect the student's educational performance in one or more of the following areas: physical development, cognitive development, communication

development, social or emotional development, or adaptive development and who demonstrates a delay on a standardized norm referenced test, with a test-retest or split-half reliability of .80 that is at least:

- 1) Two standard deviations below the mean in one or more of the five developmental areas; or
 - 2) One and one-half standard deviations below the mean in two or more of the five developmental areas
- "Only students under the age of 3 can be reported with the disability category of Diagnosed Physical/Mental Condition. A student must be the appropriate age for the entirety of the Disability record reported. The CEDARS validation only checks current school year CEDARS Submissions. If a File I Disability record does not contain a date in Element I08 - Exit Date, the CEDARS validation infers an Exit Date to determine if the student is an appropriate age by using the date of the CEDARS submission or the date reported in Element I07 - Start Date, whichever is greater."

Disability Code 15 – Diagnosed Physical/Mental Condition

- Only students under the age of 3 can be reported with the disability category of Diagnosed Physical/Mental Condition

A toddler shall be eligible if he or she has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. Procedures used to determine eligibility under diagnosed physical or mental condition must include the use of informed clinical opinion. Such conditions include, but are not limited to:

- a. Chromosomal abnormalities;
- b. Genetic or congenital disorders;
- c. Sensory Impairments;
- d. Inborn errors of metabolism;
- e. Disorders reflecting disturbance of the development of the nervous system;
- f. Congenital infections;
- g. Severe attachment disorders; and
- h. Disorders secondary to exposure to toxic substances, including fetal alcohol syndrome.
- i. Deafness/hearing loss – a hearing loss that adversely affects a child’s development is:
 - (i) Unilateral sensorineural hearing loss and/or permanent conductive hearing loss of 45 dB or greater.
 - (ii) Bilateral sensorineural hearing loss and or permanent conductive hearing loss, which includes:
 - A. Hearing loss of 20 dB or greater, better ear average of the frequencies 500, 1,000, and 2,000 Hz.;
 - B. High frequency loss greater than 25 dB at two or more consecutive frequencies or average of three frequencies between 2,000 and 6,000 Hz, in the better ear;
 - C. Low frequency hearing loss greater than 30 dB at 250 and 500 Hz, in the better ear; or
 - D. Thresholds greater than 25 dB on Auditory Brainstem Response threshold testing in the better ear; or

- (iii) A six-month history of fluctuating conductive hearing loss or chronic middle ear effusion/infection of three months, unresolved past initial evaluation; or
- j. Vision Impairment – infants and toddlers with visual impairment/blindness are:
 - (i) Those children who have a visual impairment that adversely affects the child’s development, even with correction. Eligibility shall be dependent on documentation of a visual impairment, including one or more of the following conditions:
 - (ii) Legal blindness or visual handicap, as they are customarily defined, either in terms of qualifying reduction in visual acuity and/or a qualified reduction in visual fields.
 - (iii) A visual impairment that is progressive in nature and can be expected to lead to blindness within a reasonable period of time.
 - (iv) If a visual acuity or field cannot be determined:
 - A. The qualified personnel must identify a diagnosis or medical history that indicates a high probability of visual loss that may adversely affect the child’s development.
 - B. A functional vision evaluation by a qualified professional is necessary to determine eligibility.

This definition does not include infants and toddlers from birth to age three who do not meet the above criteria and who are at risk of having substantial developmental delays if early intervention services are not provided.

Foster Care

Districts are not required to identify and report students as Foster Care to CEDARS. Foster Care students are identified through data OSPI receives from the Department of Children, Youth, and Families (DCYF). For the purposes of reporting, students will be reported as Foster Care if at any point during the school year they are identified as such.

A report identifying students identified as Foster Care in your district is available by accessing CEDARS>Reports>Foster care. This report can only be accessed by users with a user role called “Foster Care Liaison”. Users who currently have access to CEDARS will not have access to this report.

Free and Reduced-Price Meals

The National School Lunch Program (NSLP)/School Breakfast Program (SBP) is designed to promote the health and well-being of children by providing free and reduced-price meals to all students in need. Eligibility is based on financial circumstances for each family, unless a district offers free meals school-wide.

OSPI currently uses a student’s Free and Reduced-Price Meal eligibility status, as reported in CEDARS, as an indicator of poverty. Only students eligible for or served by the Free and Reduced-Price Meal program are to be reported in CEDARS *Student Attributes and Programs File (I), Element 106 – Program Code, Valid Value “19”*.

Qualification

The reason the student qualifies for program services is reported in *Element 110 – Qualification*

Code.

Direct Certification - DSHS

The *DSHS Direct Certification District List* download file will identify students with qualification codes:

- 3 – Directly Certified Migrant
- 19 – Directly Certified Basic Food DSHS/CEDARS Match List
- 20 – Directly Certified TANF DSHS/CEDARS Match List
- 21 – Directly Certified Foster Child DSHS/CEDARS Match List

There are no requirements mandating one qualification code has precedence over another when students meet multiple qualification criteria. But, the following guidance will assist in making the decision on how to best code these students. Qualification Code 19 is preferred when the student qualifies in other ways, too. *Examples: Student qualifies via both codes 19 and 3 - Report code 19.*

Direct Certification - Medicaid

The Office of Superintendent of Public Instruction, Child Nutrition Services is participating in a USDA Pilot Project to directly certify students using Medicaid data. Students on the *DC Medicaid* list are eligible for either free or reduced price meals. The *Direct Certification District List for Medicaid* will identify students with qualification codes:

- 6 – DC Medicaid Free
- 12 – DC Medicaid Reduced

Direct Certification - Foster Care

Qualification code *21– Directly Certified Foster Child* is used to report students that qualify because they are in foster care. Children in foster care are directly certified in several ways:

- Direct certification match list
- Foster care school liaison list
- Foster care agency list
- Guardian provides signed court or agency documentation

Family Income Survey

The Family Income Survey can be used to identify students eligible for Free and Reduced-Price Meals when:

- School does not have a meal program
- School has meal program, but student does not have access (e.g. full-time Running Start)
- School participates in Community Eligibility Provision (CEP) or Provision 2

The eligibility for the Free and Reduced-Price Meal program can be determined for a student using the Family Income Survey and then reported to *CEDARS Student Attributes and Programs File (I)*. This will ensure that free and reduced lunch rates are more accurately reflected in various determinations and reports including Report Card and accountability measures.

The Family Income Survey can be found [here](#). Students identified as eligible for Free and Reduced-

Price Meal by the Family Income Survey will then be reported to CEDARS Attributes and Programs File (I), Element I06-Attribute or Program Code with a valid value of 19 and Element I10 – Qualification Code with a valid value of 25. A complete list of the Free and Reduced-Price Meal program valid values are listed in CEDARS Appendix X, found at <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

Community Eligibility Provision (CEP) and Provision 2

Community Eligibility Provision (CEP) and Provision 2 schools need to submit information to CEDARS regarding students who are eligible for the Free and Reduced-Price Meal program. Districts should report students who are direct certified in the same way as has been done previously for CEDARS, using valid values 3-7, 14, 18-21 and 24. For students in Provision 2 and CEP schools who are not direct certified, districts should use the Family Income Survey to identify, collect and submit to CEDARS those students eligible for free/reduced meals in schools.

Students transferring into a CEP or Provision 2 school from another school within their district, identified in their sending school as eligible for free/reduced meals via application, should continue to be reported with that eligibility in the CEP or Provision 2 schools. A Family Income Survey does not need to be completed for these students.

Students transferring from a Provision 2 or CEP school, at the beginning of the school year, to a school that does not participate in these special programs has a carryover period of 30 serving days or until a new eligibility determination has been made. Students transferring from a Provision 2 or CEP school, during the school year, to a school that does not participate in these special programs has a carryover period of 10 serving days or until a new eligibility determination has been made. Valid value 26 is used.

Districts and Schools without Meal Programs

Districts, or individual schools, that do not have meal programs should utilize the Family Income Survey to identify, collect and submit to CEDARS those students eligible for free/reduced meals in schools. This includes districts or schools that do not sponsor meal programs and schools, such as online schools, that do not have direct contact with students.

No Student Access in Districts and Schools with Meal Programs

Students can be enrolled districts and schools with meal programs, but do not have access to a meal program (e.g., ALE, Running Start, etc.). Districts, or individual schools, that offer meal programs but have students enrolled who do not have access to meals should utilize the Family Income Survey to identify, collect and submit to CEDARS those students eligible for free/reduced meals in schools. All other students in the district or school, with access to the meal program, should be reported using direct certification or the official free and reduced price meal application.

Districts or schools not participating in the National School Lunch Program (NSLP), the School Breakfast Program (SBP), or who have students that do NOT have access to a meal program may not use the official free and reduced price meal application to determine eligibility as it is against federal regulations. The Family Income Survey is the tool that should be used to collect and determine eligibility for these students.

Multiple Qualifications

For students who do not qualify via the DSHS Direct Certification, but have multiple qualification codes that apply, use the lowest qualification code that is applicable to the student. For a student who is homeless, and has an approved household income/family size application, for example, report a qualification code of *1 – Free Via Household Income/Family Size Application in Element I10 – Qualification Code*.

Midyear Qualification Change

If a student's Qualification Code changes during the year, it does not affect the continuous eligibility of the student and that continuous eligibility should be reflected within CEDARS.

Example: Qualification Code changes from *11 – Reduced price via household application* to *1 – Free via household income/family size application*.

School Year Carryover

Federal rules state that students who were eligible for Free and Reduced-Price Meals in the prior school year are eligible for the same benefits for up to the first 30 serving days in the new school year or until a new eligibility determination is made. As students are deemed eligible in the new school year (new application, direct certification, or participation in other programs [homeless, migrant, etc.]) the dates need to be reflected in CEDARS *Student Attributes and Programs File (I)* as follows:

Carryover Record

- The student should first have a record that indicates the eligibility information from the prior school year while the new school year information is being processed.
- The start date should be on or before the student's first day of school in the new school year.
 - It is acceptable to have the start date still reflect the date from the last school year, if necessary.
- End the carryover record once the new application is processed or the 30 serving days expire.

Not Eligible in New Year

- Report the end date on the carryover record from the previous year that reflects the last day the student was eligible.

Eligible in New Year

- Report the end date on the carryover record from the previous year that reflects the end of the carryover record.
- Create a new record for the new school year.

New School Year Record

- Report a new record in order to reflect the new eligibility for the new school year, with the appropriate qualification code.
- The start date should be one school day after the end date of the carryover record to ensure the student is identified as being continuously eligible for Free and Reduced-Price

Meals for the entire school year.

Additional information regarding Free Reduced Meals program may be found at the following link: <http://www.k12.wa.us/ChildNutrition/Programs/NSLBP/default.aspx>.

Graduation, Reality and Dual-Role Skills (GRADS)

The GRADS program is for pregnant teens and/or young parents and focuses on work and family foundation skills of significance to these students. GRADS programs include student demonstration of skills leading to high school graduation and economic independence.

Students participating in this program must be reported in Student Attributes and Programs File (I) using the program code from [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a school level program. If a school exit is reported in *C08 – Date Student Exited from School* and/or a district exit in *B15 – Date Exited from District*, then exit data must also be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

GRADS served students who bring their child(ren) to school for a GRADS (parenting teen) preschool must have enrollment records for both the parent (student in GRADS) and the child (GRADS preschool). Information on preschool enrollment is located in the [Preschool](#) segment of the [District and School Enrollment](#) guidance in this document. Additional information on the GRADS (parenting teen) preschool program is located in the [Preschool](#) segment of the [Student Attributes and Programs](#) guidance in this document.

Additional information is available on the [OSPI Career and Technical Education GRADS program](#) site.

Highly Capable (Gifted)

The highly capable, or gifted, programs are designed to provide educational opportunities that meet the unique academic needs of students identified as highly capable.

Students participating in this program must be reported in Student Attributes and Programs File (I) with the program code (or codes) from [CEDARS Appendix F](#) that identifies how the services are being provided.

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a district level program. If the student exits the district or is no longer participating in the program, report the exit date in *I08 – Program Exit Date* and the exit reason in *I09 – Exit Reason Code*. Exit data is not required when a student changes school enrollment if it is within the same

district and they are continuing program participation.

Additional information is available on the [OSPI Highly Capable Program](#) site.

Learning Assistance Program (LAP)

The Learning Assistance Program (LAP) offers supplemental services for K–12 students who have not yet met grade-level standard in English Language Arts (ELA) and mathematics. LAP supports focus on accelerating student growth so that students make progress towards grade-level performance standards during the period of time they are provided services. These supports may include academic readiness skill development or behavior supports to address barriers preventing students from accessing core instruction.

LAP funds can be used to support eligible 11th and 12th graders who are not on track to meet local or state graduation requirements as well as 8th and 9th graders who need additional assistance to have a successful entry into high school.

Additionally, 5% of LAP base funds may be used for “Readiness to Learn” services to provide academic and non-academic supports for K-12 students at risk of not being successful in school. They may be offered by the district (in-house), or in partnership with community-based organizations. ~~form partnerships with organizations to provide academic and non-academic supports for participating students.~~ These supports are intended to reduce barriers to learning, increase student engagement, and improve readiness to learn.

Students participating in this program must be reported in Student Attributes and Programs File (I) using the program code or codes from [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a school level program. If a school exit is reported in *C08 – Date Student Exited from School* and/or a district exit in *B15 – Date Exited from District*, then exit data must also be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

Students served in LAP English Language Arts, Math, Academic Readiness, and Behavior must also be reported in Student Growth File (Q). [File Q information is available in the CEDARS Manual](#).

Students served in LAP Readiness to Learn (RTL) and Graduation Assistance do not need to be reported in Student Growth File (Q). Information related to RTL and Graduation Assistance services are collected in specific tabs within in the LAP end-of-year report instead. The LAP end-of-year report is located in the LAP application within the Education Data System (EDS). Information about EDS is available on the [OSPI EDS Administration](#) site.

Additional information is available on the [OSPI Learning Assistance Program](#) site.

Migrant Education Program

The Migrant Education Program is no longer collected in CEDARS, beginning with the 2012-13 school year. Migrant information for students in your district should be reported to and obtained from the Migrant Student Data Records System (MSDR).

Please contact the OSPI Migrant/Bilingual office for any additional questions:

<http://www.k12.wa.us/MigrantBilingual/Services.aspx>

NCLB Supplemental Services

Title I Supplemental Services data is no longer collected in CEDARS.

Preschool

All students enrolled in and receiving preschool education/services must be reported to CEDARS with a valid value that describes the funding source(s) used in the Attributes and Programs File (I). If multiple funding sources are used, a unique record of each must be submitted to Attributes and Programs File (I). This includes Preschool students with IEPs.

The PreK reporting requirements are a result of ESSA reporting requirements.

ESSA language on Pre K enrollment reporting, [Section 1111\(h\)\(1\)\(C\)\(viii\)\(II\)\(aa\)](#):

(C) Minimum Requirements -- Each State report card required under this paragraph shall include the following information:

(viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act on,

(II) the number and percentage of students enrolled in—

(aa) preschool programs;

ESSA language on per pupil funding requirement, [Section 1111\(h\)\(C\)\(x\)](#):

(x) The per pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.

The preschool program funding sources reported in Student Attributes and *Programs File (I), Element 106 – Program Code* should align with how the educational services are funded and the program delivery for that student. A start date must be provided identifying when the funded preschool services began. If a student's funding or program source changes during the school year, an exit date for the ended funding should be reported and the new funding program should start the following day.

The CEDARS preschool program funding sources reported in *Student Attributes and Programs File (I), Element 106 – Program Code* should align with actual budget expenditures reported to OSPI in SAFS F196. These data are combined (headcount from CEDARS and actual dollar amounts from the SAFS F196) to publically report a per-pupil-expenditure for preschool children. The chart below

describes how OSPI will connect headcount from CEDARS to LEA actuals reporting.

CEDARS Program Code	CEDARS Program Type	Fiscal Reporting
56	Special Education preschool	Exclude from Per Pupil Expenditure; 0-2 Sped PreK FTE is already reported in P223H
57	ECEAP	Included in Per Pupil Expenditure (88)
58	Head Start	Included in Per Pupil Expenditure (61)
59	Title I	Included in Per Pupil Expenditure (88 - Federal Fund)
60	GRADS (parenting teen) preschool	Included in Per Pupil Expenditure (88)
61	Family and Consumer Science preschool	Included in Per Pupil Expenditure (88)
62	Private pay/Tuition-based	Included in Per Pupil Expenditure (88)
63	Grant-funded	Included in Per Pupil Expenditure (88)
64	Working Connections Child Care Subsidy	Included in Per Pupil Expenditure (88)
65	Parent Cooperatives	Included in Per Pupil Expenditure (88)
66	Play & Learn Groups	Included in Per Pupil Expenditure (88)

More information regarding the SAFS F196 reporting can be found at:

<https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2019/b014-19attachc.pdf>

Recruiting Washington Teachers

The Recruiting Washington Teachers (RWT) program works to “grow our own” diverse group of future teachers who more closely reflect the population of today’s children and youth. RWT supports the recruitment and preparation of a diverse group of high school students for future careers as educators in the teacher shortage areas of Mathematics, Science, Special Education, Early Childhood Education (P-3), English Learners, and Bilingual Education. The program supports partnerships between high schools, teacher preparation programs, institutions of higher education, parents/guardians, and community based organizations to design and deliver innovative programs that support students, underrepresented in the teaching profession, in exploring and preparing for careers as educators.

Students participating in a RWT program are reported in CEDARS *Student Attributes and Programs File (I)*, Element 106 – Program Code with value 45 – Recruiting Washington Teachers.

Information about the RWT program can be found on the [Professional Educator Standards Board](#) web site.

Reengagement Programs (Open Doors Youth Reengagement)

A reengagement program is defined as ‘A dropout reengagement system that provides education

and services to youth, ages 16-21 who have dropped out of school or are not expected to graduate from high school by the age of 21.

Open Doors reengages disconnected youth through programs that:

- Encourage community partnerships
- Create multiple pathways for students to realize success
- Provide an on-ramp to post-secondary achievement through a performance based, individualized support model.

Students enrolled in reengagement programs must be reported to CEDARS the same as students enrolled in other public schools and programs in Washington.

Information regarding reengagement programs, including links to RCW's and WACs can be found online on the OSPI web page [Open Doors Youth Reengagement](#).

Reengagement Students Eligible for Special Education and Other Support Services

Students enrolled in any YR program are considered public school students and as such are entitled to services that all students are entitled to.

Students who qualify for special education must have their special education services provided by the resident district. How and when these services are delivered should be determined with the student/family, district and program provider. Districts are also responsible for developing and maintaining 504 Plans for eligible students.

Additional services, including include TBIP, 504 plan accommodations, case management and other barrier reduction services, e.g., mental health services may be contracted to the education provider serving the public school students. For students enrolled in a Youth Reengagement Consortium program the resident and serving district are tasked with working together to determine how best to provide these services and documenting this determination in their scope of work.

Program Models

School districts, educational service districts, agencies or colleges who are involved with OSPI approved youth reengagement programs (Open Doors 1418) in any of the models of operations listed below must report student level information to CEDARS regarding the program the student is receiving services through and where the services are being provided.

Youth reengagement models of operation are:

- District operated program with district resources
- District contracted partnership with an agency or college, or
- District participation within a consortium agreement

This information will be reported to CEDARS Student Attributes and Programs File (I) using program qualification codes. A program qualification code will be assigned by OSPI to each approved reengagement program service provider and maintained in CEDARS Appendix R, found at <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

The program/school providing the reengagement services must submit reengagement program codes to CEDARS and the sending, or home, district/school must also submit the reengagement code for students being served through a consortium agreement.

Reporting Scenario Examples

District reengagement program enrollment only from within district. District contracts with one or more providers/programs. This includes district programs that are contracting with an organization or a consortium whose reengagement program does not operate as a school.

- CEDARS Student Attributes and Programs File (I)
 - Element I06 – Attribute or Program Code, valid value 40 - Student is participating in a 1418 Reengagement Program
 - Element I10 – Qualification Code, valid value from CEDARS Appendix R that identifies the district and program code specific to the contracted provider/program.

Reengagement program operating as a school within a Consortium (has a school code) with students enrolled from multiple participating districts.

- Resident/sending district submits district and school enrollment data and submits the following information to CEDARS Student Attributes and Programs File (I)
 - Element I06 – Attribute or Program Code, valid value 40 - Student is participating in a 1418 Reengagement Program
 - Element I10 – Qualification Code, valid value from CEDARS Appendix R that identifies the resident/sending district, the contracted Consortium where services are being provided and, if appropriate, the site where services are provided to the student(s)
- The Consortium providing services will submit all student information to CEDARS including the following information to CEDARS Student Attributes and Programs File (I)
 - Element I06 – Attribute or Program Code, valid value 40 - Student is participating in a 1418 Reengagement Program
 - Element I10 – Qualification Code, valid value from CEDARS Appendix R that identifies the students resident/sending district, the contracted Consortium where services are being provided and, if appropriate, the site where services are provided to the student(s)
 - If the district reengagement program is part of a consortium but is not operating as a school (has a school code) within the consortium, then refer to the previous paragraph for reporting instructions for district contract with one or more providers/programs.

Primarily Responsible School

The school that is providing the reengagement services to the student is required to report the student to CEDARS School Student File (C), *Element C10 - Is this the School that is Primarily Responsible for the Student* with a valid value of *Y – Is Primary*.

Districts reporting students enrolled in a resident/sending school, whose students are attending a reengagement program in a different district or in a reengagement consortium program operating a school are required to report the student to CEDARS School Student File (C), *Element C10 - Is this*

the School that is Primarily Responsible for the Student with a valid value of N – Not Primary.

Consortiums and Skills Centers

Skills Centers and reengagement programs operating as schools within ESD consortia cannot issue credit but do provide courses including credits attempted, the final grade the student earned, the credits attempted, and the credit(s) the student should be provided for the course(s) completed, this information should be submitted in grade history by the entity that provided the course.

In addition the resident (sending) school/district that would issue the transcript for the student should also report this information in grade history as transfer credits.

The example below is using ABC School District as the sending district, ESD999 Open Doors as the Reengagement provider and High-Tech Skills Center (in XYZ School District) as the Voc provider.

- ESD 999 (00011), ESD 999 Open Doors Reengagement
 - submits student enrollment information to CEDARS as Primary=Yes
 - reports resident district as 00888, serving district as 00011
 - submits student schedule for courses taken through ESD 999 Open Doors
 - submits information in File I indicating the student is a Reengagement student and the qualification code of the sending district, ABC – 300
 - when completed course information is received from the Skill Center, they report the course/final credit student attempted and the credit the student should be given or issued /all other pertinent course information in grade history as transfer courses
 - ESD 999 should also submit to grade history all course information for courses taken at the Consortium school
 - ESD 999 must transmit, quarterly, all course information for the student to the sending district/school

- ABC SD (00888), Hawks High (example district/school)
 - Submits 'shell' enrollment for student to CEDARS as Primary=No
 - submits information in File I indicating the student is a Reengagement student and the qualification code of their district, ABC – 300
 - upon receipt of the course information from the Primary school, ESD 999 Open Doors, ABC will submit the course information as transfer courses in student grade history
 - ABC will determine the credits to be assigned to the coursework completed and notify the program providing instruction of the credits assigned/earned
 - If a transcript is requested, ABC will provide a transcript with all course information, including credits earned, for all courses taken by the student.

- XYZ SD (00777), High-Tech Skills Center
 - Submits student enrollment information to CEDARS as Primary=No b. Submits student schedule for courses taken at skills center
 - When course(s) are completed this information is submitted to student grade history and course information is provided to ESD 999 Open Doors Reengagement so they record and submit the information as transfer courses

Who submits the credits for the courses earned at ESD 999 Open Doors Re-engagement? Hawks High?

ESD 999 sends the credit information. If the student transfers back to Hawks to attend school, or if they qualify to graduate, ESD 999 Open Doors Reengagement sends all of the student's course information to Hawks.

Hawks would change the students status to Primary=Yes and report the credit history information as transfer courses. They would also report the enrollment or graduation as appropriate.

Does ESD 999 then have to complete the P210 Voc for students who are at Open Doors Re-engagement and at Skills Center?

No. The Skill Center would reflect the students and courses on their P210 Voc report, just as they do for all of their other enrolled and served students. The P210 Voc reports where the classes were taken with all appropriate completer info, etc.

Does OSPI really care "who sends what to whom" as long as the Skills center course stuff goes to both ESD 999 and ABC?

Yes. The Skills Center reports the course enrollment and grade history as the provider. As ESD 999 is the enrolling primary district they get the completed course info for reporting as transfer courses in grade history.

School Withdrawal

Students who become unenrolled from a reengagement program due to a confirmed transfer to another educational entity or whose status is dropout or unknown would be reported with the appropriate withdrawal code in CEDARS School Student File (C), *Element C09 – School Withdrawal Code*.

Districts whose students are attending a program in a different district or in a reengagement consortium program operating a school (resident districts) who receive information that the student(s) have been reported as withdrawing from the reengagement program as a transfer, dropout, GED recipient or unknown status would report the student as a confirmed transfer from their district. This information would be reported in CEDARS School Student File (C), *Element C09 – School Withdrawal Code*.

Eligible to Graduate

The information below is based on the qualification that the student has met the graduation requirements of the school that issues the diploma and reports the student as a graduate.

Students who become eligible to graduate while enrolled in a reengagement program should be reported as follows:

- Reengagement program is operated by a school district and is authorized to graduate students.

- Student(s) are to be reported with a school withdrawal code, indicating graduate, CEDARS School Student File (C), Element C09 – School Withdrawal Code.
- Reengagement program is operating as a school within a Consortium and is not eligible to graduate students
 - Consortium program school will report student as a confirmed transfer back to the resident/sending district
 - Resident/sending district will
 - change reporting status of student in their district to IsPrimary=Yes
 - report the student with a school withdrawal code, indicating graduate, CEDARS School Student File (C), Element C09 – School Withdrawal Code.
- ESD Consortium Reengagement Program
 - Students who become eligible to graduate are transferred back to their resident (home) district/school as the ESD does not issue high school diplomas
 - Reengagement school submits to CEDARS the student withdrawal status of “confirmed transfer”
 - Resident (home) school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’
- District Hosted Reengagement Program
 - School that hosts Reengagement Program but does not issue high school diplomas
 - Students who become eligible to graduate are transferred back to their resident (home) high school
 - Reengagement school submits to CEDARS the student withdrawal status of “confirmed transfer”
 - Resident (home) school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’
 - School that hosts Reengagement Program and *issues* high school diplomas
 - Reengagement school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’
 - Student(s) may request a transfer back to their resident (home) high school to receive a diploma from their resident (home) high school
 - Reengagement school submits to CEDARS the student withdrawal status of “confirmed transfer”
 - Resident (home) school will issue the diploma and submits to CEDARS the student withdrawal status of ‘Graduated’

Other Attributes and Program Identifiers

Public school students, participating in a Youth Reengagement program, are required to be submitted to CEDARS with any attribute or additional program identifier (homeless, FRL Eligible, Disability, etc.) regardless of whether the student is receiving services related to the identifier.

Title I, Part A

Title I, Part A is a federal program designed “To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

There are three types of programs within Title I, Part A:

- Targeted Assistance program (TAS)
- Schoolwide program (SWP)
- Coordination with other programs

Targeted Assistance (TAS)

Serves individual students that are 'targeted' to receive services.

A student served in Targeted Assistance programs must be reported in Student Attributes and Programs File (I) using the program code or codes from [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a school level program. If a school exit is reported in *C08 – Date Student Exited from School* and/or a district exit in *B15 – Date Exited from District*, then exit data must also be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

Schoolwide (SWP)

Serves and benefits all students in a school or building.

Students participating in Schoolwide programs are not reported in Student Attributes and Programs File (I). SWP program codes were inactivated in the 2016-17 school year.

Beginning with the 2017-18 school year, students served in Title I Schoolwide programs who also receive additional Title I assistance should not be reported in Student Attributes and Programs File (I).

Coordination with Other Programs

Title I, Part A Schoolwide programs may use Title I, Part A funds instead of Learning Assistance Program (LAP) funds for the K-4 Focus First program. Students participating in K-4 Focus First must be reported with a LAP program code even if it is funded in whole or part by Title I, Part A funds. Reporting expectations for LAP programs are located in the [LAP](#) section of the [Student Attributes and Programs](#) guidance in this document. K-4 Focus First information is available on the [OSPI LAP](#) site.

Additional information is available on the [OSPI Title I, Part A Program](#) site.

Title VII-Native American

The Title ~~VI~~-Native American program is designed to address the unique education and culturally related academic needs of American Indian and Alaska Native students. Grant funds supplement the regular school program and activities such as after-school programs, enrichment programs, tutoring, and dropout prevention.

Students served in the Title **VI** Native American program are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – Program Code, Valid Value 23 – Title **VI** Indian Education Supplemental Services.

Additional information regarding the Title **VI** Native American program may be found at the following link, <http://www2.ed.gov/policy/elsec/leg/esea02/pg98.html>.

Transitional Kindergarten

Transitional Kindergarten is a program for children not yet age five who do not have access to high-quality early learning experiences prior to kindergarten and have been deemed by a school district, through a screening process and/or other instrument(s), to be in need of additional preparation to be successful in kindergarten the following year.

Students participating in this program must be reported in Student Attributes and Programs File (I) using the program code in [CEDARS Appendix F](#).

If the student is no longer participating in the program, exit data must be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

This is a school level program. If a school exit is reported in *C08 – Date Student Exited from School* and/or a district exit in *B15 – Date Exited from District*, then exit data must also be reported in *I08 – Program Exit Date* and *I09 – Exit Reason Code*.

Grade level reporting expectations for this program are located in the [Grade Level Determination](#) segment of the [District and School Enrollment](#) guidance in this document.

Additional information is available on the [OSPI Transitional Kindergarten](#) site.

Truancy Petitions

Districts must submit information to CEDARS for students who have a Truancy action initiated.

This includes but is not limited to Truancy Petitions filed on a student in Juvenile Court, following rules described in RCW [28A.225.030](#) and [28A.225-151](#).

Beginning with the 2018-19 school year, information regarding any Truancy action must be reported in CEDARS *Student Attributes and Programs File (I)*, *Element I06 – Program Code* with a valid value that identifies the Truancy action initiated:

- 50 – Truancy Petition Filed in Juvenile Court
- 51 – Referral to a Community Truancy Board
- 52 – Truancy-Other Coordinated Means of Intervention
- 53 – Truancy-A Hearing in the Juvenile Court
- 54 – Truancy-Other Less Restrictive Disposition
- 55 – Truancy-Detention for Failure to Comply with Court Order

Beginning with the 2019-20 school year Truancy actions should be submitted with an exit date in *Elements 108 – Exit Date* that is the same date as the start date and an exit reason code of *F – Other in Element 109 – Exit Reason Code* when submitting information for Truancy Petitions. Providing an exit date and exit reason code allows for additional Truancy actions filed under the same valid value during the school year to be submitted to CEDARS.

If a truancy petition or action is dismissed by Juvenile Court, the information regarding the initial truancy filing must still be reported to CEDARS.

If the action applied to the student as a result of the truancy petition carries into the next school year districts are not to report the filing in the new school year.

The truancy action code of *52 – Other Coordinated Means of Intervention* is intended to capture other coordinated means of intervention, a requirement for districts that have fewer than 300 students as outlined in [RCW 28A.225.026\(3\)](#). However, reporting on this element applies to all districts, not only those that have fewer than 300 students.

This refers to any coordinated means of intervention that may take place as an alternative to the student being referred to or attending a Community Truancy Board (CTB). Do not report all instances of intervention attempted prior to filing a petition, and report only one instance of other coordinated means of intervention prior to or in place of attending a CTB. These can include, but are not limited to, an attendance or truancy workshop, community programs, Check & Connect, guidance teams or connecting student and family to community resources. A student may receive another coordinated means of intervention and then be referred to a CTB at a later date, both must be reported to CEDARS.

Program Enrollment Requirements

Students identified with attributes and/or participating in programs reported to File I must be reported as enrolled in the school and district which they are receiving accommodations and/or services.

A student will have multiple enrollment records if they receive services in another school or in a different district. Guidance on how to report multiple, simultaneous enrollment records are located in the [Dual Enrollment](#) segment of the [District and School Enrollment](#) guidance in this document.

If a student is enrolled in more than one school within a district while identified with attributes and/or participating in programs, reports will count the student in the school that claims primary enrollment as reported in *C10 – Is this the School that is Primarily Responsible for the Student?*.

End of School Year Program Transition

Some districts and schools report enrollment exit dates (*B15 – Date Exited from District, C08 – Date Student Exited from School*) for all students at the end of each school year; even for the students that will be served again the following school year. This practice is sometimes referred to as “rolling over to the next year”.

If the reporting district or school engages in this practice, File I exit data must be reported in

accordance with the program-specific guidance detailed within this document.

ENGLISH LEARNERS (BILINGUAL)

All students identified as English Learners must be reported in the English Learners File (J) including:

- Students receiving services in State Transitional Bilingual Instruction Program
- Native American students receiving English Language Development services under Title III
- Students who took the State English Language Proficiency placement test but did not qualify for services in State Transitional Bilingual Instruction Program
- Native American students who took the State English Language Proficiency placement test but did not qualify for English Language Development services under Title III

While many districts receive funds through Title III or the Transitional Bilingual Instructional Program, the requirement to provide English language development services for limited-English proficient students applies to all districts, regardless of whether or not they receive these funds. All districts must provide English language development services to English Learners under Title VI of the Civil Rights Act of 1964.

When reporting students in the LEP file, CEDARS *Elements B17 – Student Primary Language Code* and *B18 – Student Language Spoken at Home* can be obtained from the [Home Language Survey](#). B17 corresponds to question 2 (What language did your child first learn to speak), and B18 corresponds to question 3 (What language does YOUR CHILD use the most at home). For more information, please see [OSPI’s definitions and procedures for identifying English Learners](#).

The student may not be receiving services, but may have tested for one of the two programs and that information *should be reported in this file*.

Element J07 – Program Status Start Date must be during the current reporting school year, unless the student tested but did not qualify. For students continuing services from the prior school year, this element must be updated annually.

Out-of-state ELPA 21 acceptance:

- We are willing to accept the qualifying ELPA21 Screener and the ELPA21 Annual results from within the last 12 months.
- We are willing to accept the ELPA21 annual “Proficient” results regardless of when the test was administered.
- We are willing to accept the ELPA21 Screener (No results) and would not require the student to be re-screened statewide. A student who scored a zero (performance not determined) in all four domains and whose proficiency status is listed as Proficiency Not Demonstrated would automatically be eligible for ELD services in Washington and should be enrolled into the program.

If a student tested but did not qualify for services, the Program Status Start Date must be the same as the date reported in [Element J08 – Program Exit Date](#). [Element J09 – Exit Reason Code](#) must be a valid value of ‘O’. If the student tested but did not qualify for services in the current reporting year, *Element J07—Program Status Start Date*, *Element J08—Program Exit Date*, and *Element J22—*

Placement Test Date should all be the same (use the Placement Test Date for all three elements).
Element J13—Initial WA Placement Test Date can be found using the LEP application.

Information reported in the following elements should only be for the most recent placement test. They should not be used to report any annual assessment information.

J18 – Placement Test Code

J19 – Grade Level at Placement

J20 – Placement Test Score (formerly Placement Test Scale Score)

J21 – Placement Status (formerly Placement Test Level) and

J22 – Placement Test Date

If J20 – Placement Test Score and J21 – Placement Status are not available in a student’s cumulative file or the TBIP database and Element J22 – Placement Test Date is 5/1/2006 or earlier, J20 and J21 may be null.

Element J19 – Grade Level at Placement should be reported with a value of K1 or K2 for any students who took the placement test while enrolled in Kindergarten. If the exact K1 or K2 status was not known at the time of testing, districts may determine which value to report.

In Element J21 – Placement Status, valid values may have the same definition to accommodate placement tests that use different transitional levels. If J06 – Instructional Model code is NOT Null, Element J21 May Not Be L4 or L5.

Element J22 – Placement Test Date, if the student has taken only one placement test in Washington, report the same date that is reported in Element J13 – Initial Placement Test Date. This element is not for the reporting of annual assessment information. E.g., English Learner students who have exited Washington for greater than 12 months may have a new Placement Test Date. Element J22 – Placement Test Date must be on or before the date reported in Element J07 – Program Status Start Date.

A new enrollment record is to be reported for a student who experiences a change in their Instructional Model Code. The initial record is to be reported in the English Learners File (J), with Element J08 – Program Exit Date for the last day of service with the current Model Code – Element J06 and Element J09 – Exit Reason Code should be reported with valid value T - Transfer within district or between models. A new record will then need to be reported for the student with Element J07 – Program Status Start Date for the first day of service with the new Instructional Model Code and the new Instructional Model Code in Element J06.

Program Designation

Reclassified is used for Exited TBIP students who follow the state procedure for reclassification into TBIP services. This is used to distinguish reclassified students from the students that were placed into the program in error.

Parent Waivers

Example one:

If the student takes a placement test, qualifies for services, and the parent immediately waives services, report one LEP record. The student must be given the annual English Language Proficiency Assessment and reported in the LEP file each school year until the student tests out. Students who test out should be submitted with the Code "A" Re-designated/Transitioned.

- Single Record
 - J06 Program Model Code –P waiver
 - J07 Program Start Date (date student tests/parents waives)
 - J08 Program Exit Date (leave empty, unless SIS requires one at the end of the SY, then last day of school)
 - J09 Exit Reason Code (leave empty, unless SIS requires one at the end of the SY, then T for end of school year rollover)

Example two:

If the student takes a placement test, qualifies for services, is served (even a few days), then parent waives services, report two LEP records for that school year.

- Record 1
 - J06 Program Model Code (the model code the student tested into, NOT Parent Waiver)
 - J07 Program Start Date (date the student begins receiving services)
 - J08 Program Exit Date (date parent waives)
 - J09 Exit Reason Code T – Transfer within district, between models, or end of school year rollover
- Record 2
 - J06 Program Model Code – P Waiver
 - J07 Program Start Date (date parent waived services)
 - J08 Program Exit Date (leave empty, unless SIS requires one at the end of the SY, then last day of school)
 - J09 Exit Reason Code (leave empty, unless SIS requires one at the end of the SY, then T for end of school year rollover)

In the next school year, the student must be given the annual English Language Proficiency assessment and reported in the LEP file, but with only one LEP record if no services are given that school year, the same as example one. The student must be given the annual test and reported in the LEP file each school year until the student tests out, at which point the school or LEA must code the student with Exit Code A – Re-designated/Transitioned. If parents withdraw the waiver and request that the student receive ELL services, use J09 Exit Reason Code T – Transfer within district, between models. Then create a new record to enroll the student in the district's ELL program.

Exit Reason Code P

Re-designated / Parent Written Request to Change Home Language Survey (HLS) responses: Use judiciously!

Never use Exit Reason Code P as an alternative to a parent waiver for a student who was identified as an ELL according to state guidelines.

- Only use this code to withdraw students from program whose parents indicate in writing that the Home Language Survey used to identify the student as ELL was:
 - completed incorrectly
 - initially completed with responses of English, and the student was administered the state language proficiency assessment in error
- Maintain the parents' written request in the student's file
- Monitor schools with higher incidence of this code to ensure that it is only being used when appropriate.

STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS (IEPS)

Special education and related services provided to students in Washington are designed to meet the individual educational needs of all students determined to meet special education requirements under the federal Individuals with Disabilities in Education Act (IDEA) and Washington State RCW 28A.155.

Special education program services are reported in Student Special Education Programs File (K).

Element K10 - Initial Referral Date is inactive beginning with the 2017-18 school year. Prior to the 2017-18 school year, districts submitted the date the district received a written request for an initial evaluation of a student to determine if the student is eligible to receive special education services (WAC 392-172A-03005(2)).

Element K11 - Initial Eligibility Date, reported in Special Education File (K), is the date submitted upon completion of the signed evaluation report (WAC 392-172A-03005(3)). The date reported in Element K11 must be equal to or greater than Element K10 – Initial Referral Date. This element is inactive beginning with the 2017-18 school year.

Element K14 – Program Start Date, submit the date the student began receiving services in the special education program in the reporting district or had a change in the Least Restrictive Environment (LRE) Code reported for the student. If your district uses the first day of school of the current school year for your District Student Enrollment Date in Element B14, then Element K14 must be on or before the date reported in Element B14.

Upon completion of an evaluation, a group of qualified professionals and the parent of the student determine whether the student is eligible for special education and the educational needs of the student. The school district must provide a copy of the evaluation report and documentation of determination of eligibility at no cost to the parent.

Every year OSPI is required to submit a federal report of Students with IEPs enrolled and served as of November of the current school year. The students reflected in the November Special Education Child Count Report are those students that are enrolled and served on the first business day in November of the reporting year. Students that exit prior to the November count date or are initially enrolled after this date will not be included in the November Special Education Child Count Report.

The November Special Education Child Count Report reflects student counts by Least Restrictive Environment (LRE) Code. The LRE Code reported for individual students receiving Special Education services must be appropriate to the student's age as of their last birthday. A student must be the appropriate age for the entirety of the Special Education Program record reported. The CEDARS validation only checks current school year CEDARS Submissions. If a File K record does not contain a date in Element K08 - Exit Date, the CEDARS validation infers an Exit Date to determine if

the student is an appropriate age by using the date of the CEDARS submission or the date reported in Element K14 - Start Date, whichever is greater.”

The annual November Special Education Federal Child Count application is a separate application that is prepopulated with CEDARS data. This application is located within the Education Data System and is accessible to those users with the appropriate user roles.

If a student with an IEP has a CEDARS record erring out due to their least restrictive environment code not appropriate for the age of the student, the student’s program record in File K must be closed (Element K08 Exit Date) using Exit Reason Code 5 (Element K09). Begin a new record with a start date beginning after the date of the closed record with the new LRE code appropriate for the age of the student.

Example: Program Start Date 11/23/2017

Date of Birth: 10/8/2015

Program Exit Date in File K would need to be 10/7/2018 with an Exit Reason Code of 5 (Change in LRE) and a new Program Start Date in File K of 10/8/2018.

If a student with an IEP has a CEDARS record erring out due to their age, it may be the student is no longer eligible, because of age restrictions, for a specific disability category.

See the business rules in the [CEDARS Data Manual](#) for CEDARS Element I10 – Qualification Code and [CEDARS Appendix I – Disability Codes](#). To resolve this, end the record in File I by reporting an End Date in Element I08 – End Date. This date must be prior to the student’s birthday (in which their age changed, making them no longer eligible).

If, after a student has been reevaluated and is found eligible, create a new record in File I for the new disability qualification code.

If a student with an IEP withdraws from the district or the student is no longer eligible for special education services, an End Date in Element I08 is required.

Early Childhood Outcomes

(Elements K16, K17, K18, K19, K20, K21, K22, K23 & K24 and Appendices AD & AE)

The federal Office of Special Education Programs (OSEP) requires local school agencies to report outcome data for every student in preschool who receives special education services through an Individualized Educational Program (IEP). Early childhood outcome data are collected when a student begins to receive special education services (usually around age 3) and again when the student exits from preschool.

Students enrolled in Grade Level PK (Element B13) with an IEP must be reported to CEDARS in the nine special education early childhood entry, exit, and progress elements.

Outcome Categories

- PreK Positive Social-Emotional Skills (Elements K16, K19 & K20)
- PreK Acquisition and Use of Knowledge/Skills (Elements K17, K21 & K22)
- PreK Appropriate Behaviors and Skills (Elements K18, K23 and K24)

Entry

Entry data is reported in Elements K16, K17 & K18 on the assessment outcome of a student that begins to receive preschool special education services. Valid value *1- Not Yet Assessed* should be reported until the student has been assessed. A student must have entry ratings in all three areas.

Exit

Exit data is reported in Elements K19, K21 & K23 on the assessment outcome of a student exiting preschool special education services. Valid value *1- Not Yet Assessed* should be reported in exit data until the student exits the preschool program. A student must have exit ratings in all three areas.

Progress

Progress is reported in Elements K20, K22 & K24 on the progress outcome of a student exiting preschool special education services. Valid value *1- Not Yet Exiting* should be reported until the student exits the preschool program. A student must have progress ratings in all three areas.

Valid Value Code Relationship Reporting Matrix

			PreK Positive Social-Emotional Skills						PreK Acquisition and Use of Knowledge/Skills						PreK Appropriate Behaviors and Skills					
			Entry (K16)		Exit (K19)		Prog. (K20)		Entry (K17)		Exit (K21)		Prog. (K22)		Entry (K18)		Exit (K23)		Prog. (K24)	
			1	2-8	1	2-8	1, 4	2, 3	1	2-8	1	2-8	1, 4	2, 3	1	2-8	1	2-8	1, 4	2, 3
PreK Positive Social-Emotional Skills	Entry (K16)	1			✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
		2-8			✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓
	Exit (K19)	1	✓	✗			✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
		2-8	✗	✓			✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓
	Prog. (K20)	1, 4	✓	✗	✓	✗			✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
		2, 3	✗	✓	✗	✓			✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓
PreK Acquisition and Use of Knowledge/Skills	Entry (K17)	1	✓	✗	✓	✗	✓	✗			✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
		2-8	✗	✓	✗	✓	✗	✓			✗	✓	✗	✓	✗	✓	✗	✓	✗	✓
	Exit (K21)	1	✓	✗	✓	✗	✓	✗	✓	✗			✓	✗	✓	✗	✓	✗	✓	✗
		2-8	✗	✓	✗	✓	✗	✓	✗	✓			✗	✓	✗	✓	✗	✓	✗	✓
	Prog. (K22)	1, 4	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗			✓	✗	✓	✗	✓	✗
		2, 3	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓			✗	✓	✗	✓	✗	✓
PreK Appropriate Behaviors and Skills	Entry (K18)	1	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗			✓	✗	✓	✗
		2-8	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓			✗	✓	✗	✓
	Exit (K23)	1	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗			✓	✗
		2-8	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓			✗	✓
	Prog. (K24)	1, 4	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗		
		2, 3	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗	✓		

- ✓ The element/valid value combination can be reported together
- ✗ The element/valid value combination cannot be reported together

Valid value code names and definitions are listed in Appendix AD (Special Education Pre-K Early Childhood Entry and Exit Outcomes) and Appendix AE (Special Education Pre-K Early Childhood Progress Outcomes).

The above guidance is not intended to teach staff how to rate a student for the early childhood outcomes. The intent is to advise staff on how to submit the data through CEDARS. Additional assistance and training modules are available on the [OSPI Early Childhood Special Education website](#).

INITIAL EVALUATION AND ELIGIBILITY TIMELINES

File U collects information on students referred for an initial evaluation to determine if a student is eligible for special education. This includes all students referred regardless of their eligibility determination and all related timelines associated with the referral and eligibility processes.

This file captures information on students that meet all of the following criteria:

- Enrolled within the reporting district
- Enrolled in any grade, preschool through 12
- Referred for an initial evaluation to determine if they are eligible for special education

Enrollment Status

Some students may not yet have an SSID when they are referred. But they may have an SSID by the time they are finished with the referral process and data can be submitted at that time. ~~Initial evaluation referrals received for~~ Students that are still not enrolled by the time they are finished with the referral process must be reported outside of CEDARS. Contact the OSPI [Special Education](#) department for more information.

Parental Consent

Do not report instances where there is no parental consent. The evaluation and eligibility procedure will not continue without parental consent and there will be no process or outcome data to report.

Determined Ineligible

Students referred and then determined ineligible must still be reported. Including all related timelines associated with the referral and eligibility processes.

Multiple Referrals

If a student is referred multiple times, there should be a record to represent each referral process. Do not combine data on multiple referrals into a single record.

School Year Spans

If a single referral process spans multiple *school* years (not calendar years), we would expect the entire process to be reported in File U for the school year the evaluation/eligibility determination (Element U07) and subsequent steps occurred in.

Example reporting scenarios:

	Date of Initial Referral (Element U05)	Date District Received Consent (Element U06)	Date of Initial Evaluation/Eligibility Determination (Element U07)	File U Reporting School Year
Scenario 1	5/1/2020	6/1/2020	6/15/2020	2019-2020
Scenario 2	5/1/2020	6/1/2020	9/1/2020	2020-2021
Scenario 3	6/1/2020	9/1/2020	10/1/2020	2020-2021

2019-2020 School Year

2020-2021 School Year

STUDENTS RESTRAINED OR ISOLATED

This file contains information about students who are restrained or isolated and any staff injured during those actions of students restrained or isolated during the reported school year. All actions, regardless of length, that occur during the students' regularly scheduled school days should be reported. Incidents that occur outside the regularly scheduled school day should not be reported. If a district is contracting for services and claiming the student for funding, the district is responsible for collecting and maintaining the records for that student – including proper recording and reporting of restraint or isolation events. If a student is restrained or isolated as part of a discipline incident, report the appropriate information in the discipline File R and report the appropriate information for the restraint or isolation used in File S.

This reporting to OSPI is required per RCW 28A.600.485. The data will also be used by OSPI staff and others to better understand how restraint and isolation are being used and to provide targeted training and technical assistance to districts with high incidents of restraint and isolation.

CEDARS district stakeholders provided feedback on November 15, 2018 that the Civil Rights Data Collection also asks districts to submit similar data. OSPI's data collection makes every attempt to be in alignment with existing CRDC reporting requirements and definitions wherever possible.

Restraint for the purposes of this data collection is defined as: Physical intervention or force used to control a student, including the use of a restraint device to restrict a student's freedom of movement. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment, or to permit a student to safely participate in activities. Physical restraint does not include the touching or non-forceful¹ holding of a student without the use of force for the purpose of directing or assisting the student in an activity. The term physical restraint does not include a physical escort which is temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to walk to a safe location.

Isolation for the purposes of this data collection is defined as: Restricting the student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area as an accommodation on the student's IEP or 504 plan, or for purposes of carrying out an appropriate positive Behavior Intervention Plan (BIP). A student's voluntary removal from an environment, to which they can return at their own free will, is not isolation.

Restraint and Isolation Frequently Asked Questions:

Q. Do we only report R & I that occurs at a student's school? E.g., what if 'incident' occurs while at a sporting event or outside regular scheduled day but on school grounds

A. Incidents that occur outside the regularly scheduled school day should not be reported.

¹ "(b) Restraint or isolation of any student is permitted only when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm..." 28A.600.485(3) RCW.

Q. What if the student is restrained or isolated while attending a residential program or contract school?

A. If your district is enrolling and collecting funding for the student, the district is responsible for collecting and maintaining the records for that student – including proper recording and reporting of restraint or isolation events.

Q. If a student's IEP or learning plan identifies the potential need for restraint / isolation do we report these?

A. Yes, all incidents of restraint or isolation that occur during a student's regularly scheduled school day must be reported.

Q. Do all 'incidents' get reported regardless of length of time? E.g., if for 10 seconds do we report?

A. Yes, all incidents of restraint that meet the definition are to be reported – regardless of the length of time.

Q. If part of a discipline incident do we report both the discipline and the R & I separately?

A. Yes, if a student is restrained or isolated as part of a discipline incident, report the appropriate information in the discipline File R and report the appropriate information for the restraint or isolation used in File S.

Q. Why are you collecting this at the student level, what will the data be used for?

A. By collecting this data at the student level, the collection systems moves to our most robust, quality data processing system, CEDARS. Detailed student data allows OSPI and others to better understand how restraint and isolation are being used, at to provide targeted training and technical assistance to districts with high incidents of restraint and isolation. It will also be used to meet OSPI's legislative requirement outlined in RCW 28A.600.485.

COURSES, STUDENT SCHEDULES, STAFF SCHEDULES, AND GRADE HISTORY

Reported in Course Catalog File (D), Student Schedule File (E), Staff Schedule File (G), and Student Grade History File (H).

Course Catalog

To comply with the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), the Educator Equity Data Collection application within the Education Data System (EDS) collects teacher and course information for federal reporting purposes. Course information is amended with data populated from CEDARS. If courses are not reported with the most accurate State Course Code in CEDARS, this will lead to issues within the Educator Equity Data Collection application. For example, teachers will be flagged out-of-field for non-matched endorsements for their course assignment(s) if the state course code reported for a course does not match their teaching certificate endorsement(s).

For questions regarding the Education Equity Data Collection, please visit the Title II Part A website at <http://www.k12.wa.us/TitleIIA/communications.aspx>.

Therefore, it is important that all high school, middle school, and elementary courses be submitted in CEDARS, Course Catalog (File C) using specific State Course Codes rather than the generic values. This includes program specific course codes such as English language development courses.

Student Grade History

The purpose of Student Grade History file (H) is to report all high school rigor courses where credit was attempted for every student served during the current school year, including those who exit the school. Final letter grade and credit information for each course must match what will appear on the student's transcript. Each student's entire grade history across school years must be submitted. Student Grade History records for courses the student received from schools outside the current serving district must be reported as a transfer course using a School Code of 9999 within Element H26 – School Code.

Element H25 – Certification Number is required for all courses submitted to Student Grade History File (H), with the exception of courses submitted with a School Code of 9999 (transfers) and those identified as Z - Non Instructional in Element H13 – Course Designation.

Beginning with the 2017-18 school year Elements H05 – Location ID and H06 – Staff ID are inactive. They may be submitted for school years prior to 2016-17.

For courses that are team taught or job shared, only report the lead teacher's Certification Number in Element H25. The determination of which teacher to report is a district decision.

If a high school is combined with an elementary school or middle school/junior high school, only the courses of high school academic rigor, where credit was attempted, should be submitted. All

other non-high school academic rigor courses should not be reported in Student Grade History.

Reporting Expectations by File and Instruction Type

	Course Catalog / Student Schedule	Student Grade History	Non-Traditional Student Credit Attempt
Traditional Course	Report in both Course Catalog and Student Schedule	Report as a course taken in district in Student Grade History	No record in Non-Traditional Student Credit Attempt
Online	Report in Course Catalog and Student Schedule OR report in Non-Traditional Student Credit Attempt	Report as a course taken in district or transfer course in Student Grade History	Report in Course Catalog and Student Schedule OR report in Non-Traditional Student Credit Attempt if a transfer course attempted while student enrolled in district or course was provided through non-traditional instruction
Running Start	Report in Course Catalog and Student Schedule OR report in Non-Traditional Student Credit Attempt	Report as a transfer course in Student Grade History	Report in Course Catalog and Student Schedule OR report in Non-Traditional Student Credit Attempt
Competency Based Credit	No record in Course Catalog and Student Schedule	Report as a course taken in district or transfer course in Student Grade History	Report in Non-Traditional Student Credit Attempt
Waiver	No record in Course Catalog and Student Schedule	No record in Student Grade History	No record in Non-Traditional Student Credit Attempt
Transfer Course	No record in Course Catalog and Student Schedule	Report as transfer course in Student Grade History	Report in Non-Traditional Student Credit Attempt if credit activity was attempted while student enrolled in district

Advanced Placement

Only courses with a finalized Course Audit form and an approved syllabus are authorized to display “AP” in course titles and to indicate an AP designation in the Course Designation Code (A). In addition, all AP course titles must include the official AP course title or abbreviation. If districts wish to also display their chosen course title, the district may include the official AP course title or abbreviation in brackets either before or after it. Examples of acceptable and unacceptable course titles are below:

- OK: AP European History
- OK: Western Civilization [AP European History]
- OK: [AP European History] Western Civilization
- NOT OK: AP Western Civilization

Courses in AP world language programs are the only AP courses allowed to be taken prior to 9th grade. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Only approved high schools may offer AP courses and courses must be taught by highly qualified high school teachers. AP teachers must submit course syllabi to the College Board for approval prior to using the AP trademark.

Advance Placement courses cannot be taught at a college or through a college program such as Running Start.

AP course titles/abbreviations: [CEDARS Appendix Q](#)

Dual Credit Programs: <https://www.k12.wa.us/student-success/support-programs/dual-credit-programs>

College Board: <http://apcentral.collegeboard.com/home>

Advancement via Individual Determination (AVID)

Advancement via Individual Determination (AVID) Courses (State Course Codes WA0005 & 22007N) may only be used in schools with approved courses. For information about the AVID program please reference the OSPI [AVID](#) site or contact the AVID office at 360-725-6097.

Alternative Learning Experience (ALE)

Districts are required to report course type information in CEDARS when a course is taught through ALE instruction. All ALE course types funded by the school district must be submitted to CEDARS in the same manner as other district courses. This is a requirement of [WAC 392-121-182 \(3\) \(a\) \(ii\)](#) [WAC 392-550-060](#).

Course type information is reported in:

- Student Schedule File (E)
 - *Element E09 – ALE Course Type*
- Student Grade History File (H)
 - *Element H27 – ALE Course Type*
- Non-Traditional Student Credit Attempt File (T)
 - *Element T12—ALE Course Type*

Definitions

The valid values, as defined in [WAC 392-550-020](#):

O – “Online course” means an alternative learning experience course that has the same meaning as provided in RCW 28A.250.010

R – “Remote course” means an alternative learning experience course that is not an online course where the written student learning plan for the course does not include a requirement for in-person instructional contact time. No minimum in-person instructional contact time is required.

T – Site Based-written student learning plan requires regular weekly in-person instructional contact time.

U – Site Based-written student learning plan requires less than weekly in-person instructional contact time.

Contracted Instruction

Regardless of where a student is enrolled and where instruction takes place, all course catalog and accompanying staff information should be submitted to CEDARS.

Non-Traditional Courses

Beginning with the 2019-20 school year, non-scheduled courses (no corresponding record in Course Catalog File [D] or Student Schedule File [E]) and other non-course activities from ALE providers must be submitted in *both* Non-Traditional Student Credit Attempt File (T) and Student Grade History File (H).

Transfer Credits

If a student enrolls in and pays for a course independent of their district, this could be listed as a transfer credit in accordance with the district policy and procedure for accepting private transfer credits.

Determining Traditional or Transfer Credit Examples

Non-Transfer

- Example 1
 - Student is enrolled in district A
 - District A utilizes online vendor for a course/courses in lieu of finding teacher to provide course on campus
 - The course is still a district level course that the students enroll and participate in
 - We would expect to see all pertinent pieces of information reported to CEDARS Student Grade History File (H), Course Catalog (D), and Student Schedule (E)
- Example 2
 - Student is enrolled in district A, Choices out to online Insight school in district B
 - Student completes coursework through enrollment in district B
 - District B reports all courses, including affiliated staff, to CEDARS
 - Student returns to district A, district A reports courses taken in district B as transfer course in Student Grade History File (H)

Transfer

- Example 3
 - Student is home-schooled student (with intent to home school on file)
 - Parent pays for student to enroll in online school
 - Student transfers to public school district A
 - District A recognizes courses and reports as transfer in both Student Grade History File (H).
- Example 4
 - Student is enrolled in district A
 - Student/parent-guardian determines student is credit deficient and enrolls student in online school such as American Academy to earn one credit
 - Student completes course and brings information to enrolled school in district A
 - School reviews and accepts students earned credit and reports as transfer credit in both Student Grade History File (H). and Non-Traditional Student Credit Attempt File (T).

Resources

Questions regarding ALE courses or programs offered by your district should be directed to the Digital Learning Department at OSPI and then reported appropriately within CEDARS.

<http://www.k12.wa.us/ALD/default.aspx>

Email: ALDInfo@k12.wa.us

College in the High School

College in the High School courses are those offered at a high school with a teacher approved to offer college rigor with students enrolled in the high school course. All students enrolled in a course approved for and providing College in the High School rigor must be submitted to CEDARS with appropriate course titles and designations that identify the College in the High School course.

Courses recognized as College in the High School must be submitted to CEDARS Course Catalog File (D) as follows:

- Element D05 – Course Title
 - Must provide the Institute of Higher Education’s curriculum and course number
 - E.g., PolSci102
- Element D07 – Course Designation Code
 - C – College in the High School
- Element D16 – Course Level *(optional in 2020-21 and required beginning 2021-22)*
 - Course levels do not have grade span, program, or attribute limitations. Select the value that best aligns with the rigor of the course.

College in the High School is allowed to be co-delivered with the following dual credit courses - Advanced Placement, International Baccalaureate, Cambridge and CTE Dual Credit. College in the High may not be co-delivered with Honors course.

WAC [392-725-235](#), passed in November 2017 details rules for reporting College in the High School courses that are co-delivered with another dual credit course.

If the College in the High School course(s) is co-delivered with another dual credit course, the data must be submitted to CEDARS as follows:

- Element D05 – Course Title must first provide the Institute of Higher Education's curriculum and course number that identifies the College in the High School approved course and then the course title description for the co-delivered course
 - E.g., Calcul204 AP Calc AB
- Element D07 – Course Designation Code must be submitted to CEDARS with a designator for each rigor. E.g., a course that is co-delivered as both College in the High School and Advanced Placement would be submitted as CA.
- Element D16 – Course Level (*optional in 2020-21 and required beginning 2021-22*)
 - Course levels do not have grade span, program, or attribute limitations. Select the value that best aligns with the rigor of the course.

In addition, once the course(s) is complete we would expect to see this information submitted to CEDARS Student Grade History File (H), Element H13 - Course Designation Code. This information would not be submitted in Non-Traditional Student Credit Attempt File (T).

Content Area Codes

The Content Area Codes are found in Appendix O and are reported in Course Catalog File (D), Element D06 – Content Area Code, Student Grade History File (H), Element H14 – Content Area Code and Non-traditional Student Credit Attempt File (T).

Content Area Codes are used for populating the Educator Equity Data Collection. The State Course Code in the Course Catalog are utilized to make the Educator Equity Data Collection determinations. It is highly important that all high school rigor courses in grades 6-8 middle schools are submitted in Course Catalog using specific State Course Code rather than the generic values. If the courses are not listed with the appropriate State Course Code, the Educator Equity Data Collection will not correctly code teachers.

For school years prior to 2015-16, content area codes from Course Catalog File (D), Element D06 were used for populating the Highly Qualified Teacher (HQT) Tool and for annual Title II, Part A federal reporting requirements. The content area codes in Appendix O, utilized prior to 2015-16, were marked with a core content and non-core content indicator.

Valid value 122 - Miscellaneous, was intended to be used for courses where instruction occurs, but the content does not fit with all other available content area codes (e.g., Culminating Project or Navigation 101 courses). This valid value was made inactive as of the 2015-16 school year.

Multiple subject classes or classes with more than one core content area must be reported with valid value 123 - More than one core content area code (block class). Block classes teaching multiple subjects should not be reported in valid value 122 - Miscellaneous.

Examples of block classes that could be appropriately coded to valid value 123 include but are not limited to:

- Reading / English
- Language Arts / History
- Art / World Literature
- American Humanities (English, history)
- Science / Math

Content area code ZZZ - Non-Instructional time, is intended to be used to report a course when no direct instruction is happening.

Examples of classes that should be coded as valid value ZZZ are:

- Teacher’s Aide
- Advisory
- Study Hall
- Core-Flex
- Study Skills
- Assessment/Testing out of a course

Course Designation Codes

Course Designation Codes are identifiers that provide specialty information about the courses listed, such as the rigor of the course or the location of where the course was taken. The valid values include, but are not limited to, those required by [WAC 392–415–070](#).

Course designation codes are reported in:

File	Element
Course Catalog (D)	D07 – Course Designation Code
Student Grade History (H)	H13 – Course Designation Code
Non-Traditional Student Credit Attempt (T)	T10 – Course Designation Code

Definitions

A – Advanced Placement (AP). A program that allows students in grades 9-12 to take rigorous college-level courses while in high school.

B – College Academic Distribution Requirements (CADR). This designation refers to college admissions criteria established by the Washington Student Achievement Council (WSAC).

C – College in the High School. A program that allows students in grades 10-12 to concurrently enroll in high school and college to earn both high school and college credits.

D – District or Other Program Dual Credit. District or other local programs intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit.

E – Local Transition. For the purposes of graduation pathway options, transition courses are English and math courses that, based on their final grade, allow students to place directly into credit-bearing college level courses (courses with college course numbers of 100 or above), as based on policies and criteria of school districts and applicable institutions of higher education.

F – CTE Core Plus. Districts that use the Core Plus curriculum, have adopted Core Plus statewide equivalency framework, and/or issue the student certificate in Aerospace, Construction or Maritime. Programs who have been awarded Core Plus iGrant funds, or report students as meeting Core Plus requirements to meet the CTE graduation pathway.

H – Honors. These courses are determined by each district/school.

I – International Baccalaureate. A program that allows students ages 3-19 to take international education courses while in a PK-12 school.

K – Cambridge Program. Identifies courses approved as part of the University of Cambridge which offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically able students

L – Local Competency Test. A test that is used only in Washington State. This designation is used to indicate when a student takes a Local Competency Test in place of taking the actual course and passes via the score of that test.

N – National Competency Test. A test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL). This designation is used to indicate when a student takes a National Competency Test in place of taking the actual course and passes via the score of that test.

O – Online. *Finalized and approved definition pending, but will be added in a future publication.*

Q – Quantitative. This designation is used to identify courses that meet the definition of 'quantitative math'. Students entering a four-year college or university in WA State must earn a credit in a math-based Quantitative course during their senior year of high school.

R – Running Start. A program that allows 11th and 12th grade students to take college courses and simultaneously earn high school and college/university credit.

S – Science Lab. This designation is used to identify courses that meet the definition of 'laboratory science' per district policy.

T – CTE Dual Credit (Tech Prep). A program that allows students in grades 9-12 to take courses that integrate academics with technical skill development and offered through an articulation commitment between high school and college programs.

X – Locally Determined Course – Locally Administered Assessment. *Finalized and approved definition pending, but will be added in a future publication.*

Y – 1418 Youth Reengagement Dual Credit. The Youth Reengagement Dual Credit program serves students in grades 9-12 and is offered through an articulation commitment between high school and college programs.

Z – Non-Instructional. A designation used for occurrences where credit is given but there isn't an actual course or instruction provided by a teacher.

Reporting

A - Advanced Placement (AP) Courses

The Advanced Placement Course Designation Code should only be used by schools with approved courses or when reporting transfer courses in Student Grade History File (H). Advanced Placement courses cannot be taught at a college or through a college program such as Running Start.

AP courses can be reported in Course Catalog File (D) and/or Student Grade History File (H), but not Non-Traditional Student Credit Attempt File (T).

Advance Placement course information must be provided together in *Course Designation Code* (D07, H13) and *Advanced Placement (AP) and International Baccalaureate (IB) Code* (D09, H16) when reported in Course Catalog File (D) and/or Student Grade History File (H).

AP schools: <https://apcourseaudit.epiconline.org/ledger/>.

B – College Academic Distribution Requirements (CADR)

The term CADR differs from high school graduation requirements that are determined by the State Board of Education and local school districts. Courses meeting CADR are determined by the school district and noted on the transcript with the "B" designation.

More information about courses and guidelines can be found on the [Washington Student Achievement Council's site](#). District curriculum staff may have already reviewed and determined which courses meet the College Academic Distribution Requirements (CADR) guidelines.

C – College in the High School

These courses are offered within the high school. The high school claims the class as FTE based on the enrolled weekly minutes for Basic Ed funding. The college charges the student or district for the dual credits and the amount charged can vary for each college. State funded subsidies will be allocated to eligible high schools to pay the college dual credit fee. The class is taught by faculty at the college, as well as high school instructors appointed by the college or university to serve as adjunct faculty ([RCW 28A.600.290 \(2\)\(i\)](#)). These courses cannot be taught at a college or through a college program such as Running Start. Additional information is available on the [Washington State Board for Community and Technical Colleges college in the high school site](#).

D – District or Other Program Dual Credit.

The program(s) is paid for by local district funds or tuition paid by students.

E – Local Transition

Bridge to College courses are transition courses. Other courses may qualify based on local

placement agreements between districts and higher education entities. Transition courses must earn high school graduation requirements in English and math.

F – CTE Core Plus

Additional resources are available on the [OSPI Career & Technical Education site](#).

H – Honors

Each district should establish clear guidelines regarding what courses should be designated as Honors Options.

I – International Baccalaureate

A program that allows students ages 3-19 to take international education courses while in a PK-12 school. Only approved schools may offer IB courses and courses must be taught by program qualified school teachers. The International Baccalaureate program offers high quality programs of international education to a worldwide community of schools. These courses help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. These courses cannot be taught at a college or through a college program such as Running Start.

The International Baccalaureate Course Designation Code may only be used in schools with approved courses or when reporting transfer courses in Student Grade History File H.

International Baccalaureate courses can be reported in Course Catalog File (D) and/or Student Grade History File (H), but not Non-Traditional Student Credit Attempt File (T).

International Baccalaureate course information must be provided together in *Course Designation Code* (D07, H13) and *Advanced Placement (AP) and International Baccalaureate (IB) Code* (D09, H16) when reported in Course Catalog File (D) and/or Student Grade History File (H).

Additional information can be found at www.ibo.org.

K – Cambridge Program

The Cambridge Program includes General Certificate of Education (GCE), Advanced (A), Advanced Subsidiary (AS), and International General Certificate of Secondary Education (IGCSE) level courses. Cambridge Courses cannot be taught at a college or through a college program such as Running Start. For more information, go to the University of Cambridge International Examinations site <http://www.cie.org.uk/>.

L – Local Competency Test Designation

Local and National Competency Test Designations are to be provided when a student takes a Competency Test in place of taking the actual class and passes via the score of that test. A Local Competency Test is a test only used in Washington State (i.e., with a local teacher).

Local Competency test designations are only used for competency based tests given within PK-12 schools and cannot also be Running Start. Running Start students take actual courses and not competency based assignments.

N – National Competency Test Designation

Local and National Competency Test Designations are to be provided when a student takes a Competency Test in place of taking the actual class and passes via the score of that test. A National Competency Test is a test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL).

National Competency test designations are only used for competency based tests given within PK-12 schools and cannot also be Running Start. Running Start students take actual courses and not competency based assignments.

O – Online

Finalized and approved reporting guidance pending, but will be added in a future publication.

Q – Quantitative

The requirement can be met by taking one credit of math equal to or beyond Algebra II, such as Pre-Calculus. This course designation code, along with the grade level, allows colleges and universities to determine if this requirement was met.

Course examples that may be considered as quantitative to meet the CADR requirement:

- Statistics
- Bridge to College Mathematics
- Other math-based quantitative courses, including
 - AP Computer Science
 - Advanced level Applied Math
 - Math-based career & technical courses
- Other algebra-based science courses
 - Chemistry
 - Physics

More information about courses and guidelines are available on the [Washington Student Achievement Council's site](#).

R – Running Start Courses

Only students in 11th and 12th grade may take Running Start courses. A student's grade level is established based the district grade level policy. Running Start grade level eligibility is established when the student first enters grade 11. If after a student is determined eligible and the student's grade level later changes during the same school year to a lower grade level, the student may still attend Running Start. In these instances, report the student's grade level at the time eligibility was granted in Student Grade History.

When transferring Running Start credits into the high school, the college/university credits must be converted to high school credits. For example, at the college or university level, five quarter or three semester hours shall equal 1.0 high school credit ([WAC 180-51-050](#) High school credit – Definition).

Courses are taught at or under the authority of certain institutions of higher education by college

approved instructors. Running Start students do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation.

All Running Start courses paid for through Running Start apportionment dollars must be reported as such in CEDARS. Additional information regarding Running Start is available on the [OSPI Dual Credit Programs site](#).

S – Science Lab

This designation is used to identify courses that meet the definition of 'laboratory science' per district policy. Students must earn two credits of laboratory science for admission to public baccalaureate institutions beginning summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics. Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement. Additional information is available on the [OSPI Graduation Requirements site](#).

T – CTE Dual Credit (Tech Prep)

Career and Technical Education (CTE) classes that offer students the opportunity to earn dual, high school and college, credits are identified as CTE Dual Credit (Tech Prep). The student does not have to apply for the college credit for the class to be identified as a CTE Dual Credit (Tech Prep) course. CTE Dual Credit (Tech Prep) courses are taught by high school CTE instructors at high schools or skills centers. It is not taught at a college or through another college program such as Running Start. Additional information is available on the [Career & Technical Education site](#).

X – Locally Determined Course – Locally Administered Assessment

Finalized and approved reporting guidance pending, but will be added in a future publication.

Y – 1418 Youth Reengagement Dual Credit

The Youth Reengagement Dual Credit program serves students in grades 9-12 and is offered through an articulation commitment between high school and college programs. Students are allowed to take college courses at or under the authority of Washington's community and technical colleges. Youth Reengagement students and their families do not pay tuition. Students receive both high school and college credit for classes taken at or above the 100 level, thus accelerating their progress through the education system. Additional information is available on the [OSPI Open Doors Youth Reengagement site](#).

Z – Non-Instructional

The Non-Instructional designation is used for occurrences where credit is given but there isn't an actual course or instruction provided by a teacher. It is a local decision on which courses receive credit. Awarding credit for items such as the state assessments (SBA, WCAS, HSPE, and EOC), alternative assessments (Portfolio, DAPE, and CAA Options), Local/National Competency Tests (STAMP, ACTFL OPI, OPIc, WPT and LinguaFolio Collection of Evidence, SLPI for ASL), senior projects, or other district determined allowances is consistent with the district option to award credit on the basis of clearly identified competencies in [WAC 180-51-050](#). This designation allows the record to be submitted in CEDARS Student Grade History without a Teacher Certification Number since it is a non-instructional credit. Courses that are listed as Non-Instructional cannot

also be reported as any of the following types of courses. All non-instructional credits awarded must be submitted in both Student Grade History File (H) and Non-Traditional Student Credit Attempt File (T) as appropriate.

Block Classes

Designators should apply to all sections within a block class.

Multiple Designations

Multiple course designation codes can be reported for a single course. But, some codes cannot also be reported with others because of proprietary rights, funding restrictions, or other participation requirements. Any restrictions related to specific Course Designation Codes are outlined below.

Course Designation Code Co-Reporting Matrix

	A	B	C	D	E	F	H	I	K	L	N	O	Q	R	S	T	X	Y	Z
A	-	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	N	Y	Y	Y	Y	N
B	Y	-	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
C	Y	Y	-	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N	Y	Y	Y	Y	N
D	N	Y	Y	-	Y	Y	Y	N	Y	N	N	Y	Y	N	Y	N	Y	Y	N
E	Y	Y	Y	Y	-	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F	Y	Y	Y	Y	Y	-	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
H	N	Y	Y	Y	Y	Y	-	N	Y	N	N	Y	Y	N	Y	N			
I	N	Y	Y	Y	Y	Y	Y	-	Y	N	N	Y	Y	N	Y	N			
K	N	Y	Y	Y	Y	Y	Y	N	-	N	N	Y	Y	N	Y	N			
L	N	Y	Y	Y	Y	Y	Y	N	Y	-	N	Y	Y	N	Y	N			
N	N	Y	Y	Y	Y	Y	Y	N	Y	N	-	Y	Y	N	Y	N	Y	Y	Y
O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	-	Y	Y	Y	Y	Y	Y	Y
Q	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	-	Y	Y	Y	Y	Y	Y
R	N	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	-	Y	N	Y	Y	N
S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	-	Y	Y	Y	N
T	Y	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	N	Y	-	Y	Y	N
X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	-	Y	Y
Y	N	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	N	Y	N	Y	-	N
Z	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	-

N = No. The designation codes *cannot* both be reported for a single course.

Y = Yes. The designation codes *can* both be reported for a single course.

Course Level

Course Catalog File (D)

D16 – Course Level

Student Grade History File (H)

Not collected in this file – Files D and T provide data for all courses students take in school years 2019-2020 and forward

Non-Traditional Student Credit Attempt File (T)

T18 – Course Level

Course level identifies the course's level of academic rigor. For this data collection, academic rigor refers to the course degree of difficulty. Based on the local education agency or school's curriculum standards and criteria for that course.

Course levels do not have grade span, program, or attribute limitations. Select the value that best aligns with the academic rigor of the course.

The majority of courses that schools offer are general. However, some courses are distinguished by having more or less rigorous requirements than the general course.

B - Basic or remedial. A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.

G - General or regular. A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state's* or district's expectations of scope and difficulty for mastery of the content.

E - Enriched or advanced. A course that augments the content and/or rigor of a general course, but does not carry an honors designation.

H - Honors. An advanced-level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses, and are formally designated as honors courses.

C - College. A course that is designed to be credit-bearing at a postsecondary institution.

X - No specified level of rigor. The notion of rigor may not be appropriate for some courses; survey or interest courses that expose students to a variety of subjects and study hall are examples.

**Washington state learning standards are available on the [OSPI Learning Standards & Instructional Materials site](#).*

Dual Enrollment

Course data focuses on content. All courses, including dual enrollment courses, should be assigned a course level based on the rigor of the course content. While there are six options for coding this element, postsecondary courses - courses that are designed to be credit bearing at a postsecondary institution - should be coded as "C," for college.

Multilevel Course

Some LEAs schedule multiple levels of rigor within a single course. If students within the same classroom or non-course credit activity receive instruction at different course levels, a different Course ID must be reported for each course level present.

Reporting Example 1

Single course offering both General and Honors levels of rigor, showing *Course Catalog File (D)* and *Student Grade History File (H)* elements.

	SSID (H04)	Course ID (D04 & H07)	Course Title (D05)	Course Level (D16)
Student A	1234567890	ELAI1	English/Language Arts II	G
Student B	1234567891	ELAI2	English/Language Arts II	H

Reporting Example 2

Single course offering both General and Honors levels of rigor, showing *Non-Traditional Student Credit Attempt File (T)* elements.

	SSID (T04)	Course ID (T07)	Attempt Title (T08)	Course Level (T18)
Student A	1234567890	LEAD01	Leadership	G
Student B	1234567891	LEAD02	Leadership	H

CTE Course and Credit Equivalency

RCW 28A.230.097(2) states in part "Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title...."

RCW 28A.700.070, RCW 28A.230.097 and RCW 28A.230.010 allow for districts to determine course credit equivalency for Career and Technical Education (CTE) courses.

CEDARS Course Catalog File (D), Element D12 – CTE Course Equivalency Identification and D13 – CTE Equivalency is used to submit CTE Course Equivalency Identification information for courses submitted with approved CIP codes that meet the definition of statewide or local course equivalency. Courses submitted to Element D12 must meet the mandatory hours of 180 or 540, as designated, to achieve statewide course equivalency.

Information regarding the equivalency issued to a student enrolled in a CTE course with CTE equivalency is to be submitted to CEDARS Course Catalog File (D), Element D13– CTE Equivalency. The valid values reported to Element D13 will identify the specific equivalent course, e.g., valid value 02 – Algebra 2.

Additional information can be found at:

- CTE Statewide Course Equivalencies, <http://k12.wa.us/CareerTechEd/Clusters/CourseEquivalencies/CTEStatewideCourseEquivalencies.pdf>
- Equivalency Credit Toolkit 3.3, <http://www.k12.wa.us/CareerTechEd/Forms/EquivalencyCreditToolkit.PDF>
- CTE Forms and Standards, <http://www.k12.wa.us/CareerTechEd/FormsStandards.aspx>

Dual Language Instruction

Reporting Dual Language Instruction is required for Dual Language Courses reported to CEDARS. The Dual Language Instruction Type is used to differentiate the purpose and structure of dual language education, world language enrichment, and world language immersion programs.

One-Way Dual Language Program

One-way Dual Language Program provides content-based instruction to students in two languages (English and a partner language other than English spoken in the local community). Students in the classroom are multilingual/English learners and/or Native American students. The goals of the program are to; 1) become bilingual and biliterate, 2) high academic achievement in all content areas, and 3) sociocultural competence.

Two-Way Dual Language Program

Two-way Dual Language Program provides content-based instruction to students in two languages (English and a partner language other than English spoken in the local community). The program is designed to close opportunity gaps and prioritizes multilingual/English learners and Native American students. The classroom has balanced numbers of multilingual/English learners and native English speakers in the classroom. The goals of the program are to; 1) become bilingual and biliterate, 2) high academic achievement in all content areas, and 3) sociocultural competence.

World Language Enrichment Program

World language enrichment is an instructional model that provides an introductory level world language experience, typically for students in grades K-8. The world language may not be related to a language in the local community. The goal of these programs is to expand students' comprehension of world languages and cultures.

World Language Immersion Program

World language immersion is an instructional model that provides content-based instruction to students in primarily the world language with a small portion of the instruction in English. The world language may not be related to a language in the local community. The goals of these programs are to develop bilingual and biliteracy proficiency in the world language through content

instruction for native English speaking students and students who are proficient in English.

Grade Point Average (GPA)

Districts are required to provide a Grade Point Average (GPA) within CEDARS District Student File (B), Element B28 – Cumulative Grade Point Average. This is the cumulative GPA that is reported on the state standardized transcript.

If the student has not been with the district long enough to generate a GPA, the GPA data field should be left blank.

GPA definition from [WAC 392-415-055](#)

(1) Each student's "grade point average" shall be the sum of the point values, as defined in WAC 392-415-050, of all the marks/grades received for all courses attempted, divided by the sum of the credits for all courses attempted.

(2) The grade point value shall be rounded by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

(3) Grade point averages shall be rounded to the third decimal place and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

(a) Non-numerical marks/grades shall be excluded from the calculation of grade point averages; and

b) Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

(c) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation.

(d) Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Districts and schools shall not convert letter grades to non-numerical grades/marks for the purpose of this subsection.

Industry Recognized Certifications

Indicates which, if any, state or nationally industry recognized certifications are offered through a CTE course:

File	Element
Course Catalog (D)	D17 – Industry Recognized Certifications Offered

Indicates which, if any, state or nationally industry recognized certifications were earned through a CTE course:

File	Element
Student Schedule (E)	E15 – Industry Recognized Certifications Earned
Student Grade History (H)	H31 – Industry Recognized Certifications Earned

Corresponding D17 & E15 Course Records: Valid Value Co-Reporting Matrix

		D17			E15		
		1	2	3-25	1	2	3-25
D17	1	-	-	N	Y	N	N
	2	-	-	-	-	-	-
	3-25	N	-	Y	N	Y	Y
E15	1	Y	-	N	-	N	N
	2	N	-	Y	N	-	N
	3-25	N	-	Y	N	N	Y

N = No. The valid value codes *cannot* both be reported
 Y = Yes. The valid value codes *can* both be reported

Additional information about Industry Recognized Certifications is available on the [OSPI Career & Technical Education \(CTE\) site](#).

International Baccalaureate

All IB courses must use the official IB course title or abbreviation identified in Appendix Q of the CEDARS Manual. If districts wish to also display their chosen course title, the district may include the official IB course title/abbreviation in brackets either before or after it.

Letter Grade

Incomplete

The student is not on track for course completion or has not yet met proficiency. Allowable for students in grades 9–12 and middle school students taking credit-bearing high school level work beginning with the 2020–21 school year.

Non-Instructional Pathways

To submit credit awarded to students for passing the EOC, or any other non-instructional credit awarded, you will need to provide the following information

- 1) Course Designation Code = Z

- 2) Course Code = as determined by district, e.g., EOCSMath or EOCSscience
- 3) State Course Code = choose one that is consistent with subject area, e.g., math state course code if the EOC credit is for math
- 4) Content Area Code = specific to credit being given
- 5) Staff Certification number = NA

Running Start

Running Start is a program that allows 11th and 12th grade students to take college courses and simultaneously earn high school and college/university credit. Courses are taught at or under the authority of certain institutions of higher education by college approved instructors. Running Start students do not pay tuition, but they do pay college fees, buy their own books, as well as provide their own transportation.

Reporting of Running Start courses is required in Student Grade History File (H) and, beginning with the 2019-20 school year, Running Start Courses can also be submitted in Non-Traditional Student Credit Attempt File (T).

Running Start courses should be reported in both Student Grade History File (H) and Non-Traditional Student Credit Attempt File (T) as transfer courses and with the Course Designation Code of 'R' once final information is received regarding course completion and letter grades earned only if the district is not including these courses in Student Schedule File (E).

Districts may choose to report placeholders for Running Start courses in the Student Schedule File (E). A corresponding record for the placeholder course will be needed in Course Catalog File (D) with the Course Designation Code of 'R'. If a corresponding record for the placeholder course is not included in the Course Catalog File (D), the placeholder student schedule records will be submission errors.

When reporting Course Designation Code(s) in Course Catalog, Student Grade History and the Non-Traditional Student Credit Attempt file please be aware that Running Start (R) courses cannot also be reported as International Baccalaureate (I), College in the High School (C), CTE Dual Credit (Tech Prep) (T), Advanced Placement (A), or Cambridge Program (K) codes.

Skills Center

To participate in Skill Center courses, students must first be enrolled in grades 9-12 at a high school or middle school offering those grades. Students at a Skill Center are considered dual enrolled. This means both the "home"/sending school and the Skill Center must report student enrollment to CEDARS.

Skill Centers cannot direct enroll students only at the Skill Center – students must be sent or referred to the Skill Center by their "home"/sending school.

Skill Centers must report to CEDARS all students receiving services. Skills Centers are required to report grade history for all students for the current school year. All students served at the Skill Center are reported as IsPrimary="No" in CEDARS, (found in the School Student File (C), Element C10 – Is this the School that is Primarily Responsible for the Student) The data provided by Skills

Centers in CEDARS is used to generate the annual Federal Vocational Report (P210 Voc).

The student's home or sending district must also report enrollment information to CEDARS for:

- students attending part-time at the skills center
- students attending full-time at the skills center

All courses and credits from the skills center should be reported in Student Grade History File (H) as transfer courses by the home/sending district once final information is received regarding course completion and letter grades earned. The home or sending district should also include in Student Grade History any information regarding CTE completer or certification status achieved by the student.

Skill Center Participation Prior to Grade 9 enrollment

Summer school programs will be open to students in grades 9-12, except in cooperative education programs where 16 years of age will be the minimum as required for a work permit. Local school districts must have a policy in place to allow students who will be 'incoming freshman' in the fall to take skill center courses over the summer months. High school credits earned during the summer months will be reported in the fall once students are enrolled as grade 9 in their home high school. These courses and credits from the skills center should be reported in Student Grade History File (H) and Non-Traditional Student Credit Attempt File (T) as transfer courses by the home/sending district once final information is received regarding course completion and letter grades earned. Seniors who are scheduled to graduate, but wish to complete their industry certification or program over the summer of their senior year may not be reported as a "graduate" in CEDARS by their home/sending high school until all courses have been completed.

Skills Centers that enroll students the summer between their 8th and 9th grade years must take care when providing a graduation requirements year for these students in their Student Information System (SIS). The graduation requirements year provided for a student is to be four years from when they are first enrolled in the fall of their initial grade 9 school year. E.g., student who will be a first time grade 9 student in the fall of the 2017-18 school year would have a graduation requirements year of 2021 assigned to them. This graduation requirements year is used to determine cohort placement, and other determinations, for the students. Due diligence must be taken to ensure an incorrect graduation requirements year is not provided for these students.

Skills Center District Transfers

Students enrolled in a Skills Center hosted within their home/sending district who then move to a new school district, but wish to continue in the Skills Center, must be exited and re-enrolled in the district and Skills Center. Exiting and re-entering the student accurately reports the change in Primary responsibility for the student.

The table below represents correct reporting of an enrollment change for a single student. In this scenario, the student first enrolls in District A at both School A and Skills Center A. The student leaves School A, continues instruction at Skills Center A, and enrolls in School B in District B:

Location ID (C05)	Enrollment Date (B14 / C06)	Exit Date (B15 / C08)	Withdrawal Code (C08)	Primary School (C10)
Dist A, School A	9/1/2017	3/10/2018	T0	Yes
Dist A, Skills Center A	9/1/2017	3/10/2018	T0	No
Dist A, Skills Center A	3/11/2018			No
Dist B, School B	3/11/2018			Yes

State Course Code

The comprehensive list of State Course Codes is located in *Appendix V* and reported in:

Course Catalog File (D)

Element D08 – State Course Code

Student Grade History File (H)

Element H15 – State Course Code

Non-Traditional Student Credit Attempt File (T)

Element T11 – State Course Code

Appendix V codes are based on the School Courses for the Exchange of Data (SCED), a common classification system for prior-to-secondary and secondary school courses. The SCED is updated and maintained by the National Forum on Education Statistics (Forum) Working Group; which is comprised of state education agency (SEA) and local education agency (LEA) representatives.

The Working Group receives suggestions and assistance from a wide network of subject matter experts at the national, state, and local levels. Recommendations for State Course Codes can be submitted to the Forum by OSPI, on behalf of Washington state LEAs. Contact the Student Information department (Student.Information@k12.wa.us) to propose a new course or a course change.

A State Course Code is required for all courses reported to Course Catalog File (D), Student Grade History File (H), or Non-Traditional Student Credit Attempt File (T). LEAs determine the State Course Code most appropriate for the course. State Course Codes do not have program or attribute limitations. Report the course code that best aligns with the content of the course. Each subject area has an 'other' code available if no other course code aligns. *Subject area 22 - Miscellaneous* contains courses that do not fit within any other subject area. Detailed information and descriptions about each course are located in *Appendix V - State Course Codes* on the [CEDARS reporting site](#).

Integrated Courses

LEAs that offer integrated content from multiple subject areas, such as courses that combine both math and art, must make a local decision on how best to assign the course code. Some agencies map content for integrated courses to multiple codes. Others assign credit for one course subject area only.

Middle School Curriculum

The general middle school curriculum course code *WA0006 - Middle/Jr High Curriculum* will be inactivated the 2021-22 school year and forward. To transition a course currently using *WA0006 - Middle/Jr High Curriculum* to a standard course code, schedule individual courses (grade specific or content area specific).

Reporting Example:

Course formerly reported with WA0006 (2020-21 and prior)

Course Type (Appendix V)	Course Name (Appendix V)	Course State Code (D08 / H15 / T11)
Washington Specific	Middle/Jr High Curriculum	WA0006



Course reported with a standard State Course Code, specific to the course content and/or grade (2021-22 and forward)

Course Type (Appendix V)	Course Name (Appendix V)	State Course Code (D08 / H15 / T11)
Standard (Nationally Recognized)	Writing (grade 7)	01137

Detailed course code information is located in *Appendix V - State Course Codes* on the [CEDARS reporting site](#).

Non-Rigor Course

~~State Course Codes are provided for both high school rigor and non-high school rigor courses.~~

Non-Rigor course codes in *Appendix V – State Course Codes* contain the letter *N* at the end of the code. The *N* is the only code difference between the non-rigor code and the standard code counterpart.

Example:

Course Type	Course Title (D05 / H08 / T08)	State Course Code (D08 / H15 / T11)
Standard	Mathematics (grade 7)	02037
"Non-Rigor"	Mathematics (grade 7)	02037N

Non-Rigor course codes will be inactivated the 2021-22 school year and forward. Beginning with the 2020-21 school year, new elements *D16 – Course Level* and *T18 – Course Level* identify course level of rigor. Instead of the previous practice of using *N*, or absence of *N*, within the State Course Code itself. The 2020-21 school year is a transitional year where CEDARS will still accept the non-rigor courses, but will also begin accepting *Elements D16* and *T18* for the first time. Information on course level reporting is located in the [Course Level](#) segment of this document.

Non-Rigor to Standard Course Code Transition

To transition a course currently reported with a non-rigor course code to a standard course code:

1. Remove the "N" from the end of the course code
2. Report the level of rigor in *Course Level* instead

Reporting Example:

Course formerly reported with a 'Non-Rigor' Course Code (2020-21 and prior)

Course Type (Appendix V)	Course Title (D05 / H08 / T08)	Course Level (D16 / T18)	State Course Code (D08 / H15 / T11)
Non-Rigor <i>(Washington Specific)</i>	English as a Second Language	NULL	01008N



Now report course using a standard Course Code + Course Level (2021-22 and forward)

Course Type (Appendix V)	Course Title (D05 / H08 / T08)	Course Level (D16 / T18)	State Course Code (D08 / H15 / T11)
Standard <i>(Nationally Recognized)</i>	English as a Second Language	<i>Locally Determined (using valid values)</i>	01008

Prior-to-Secondary Courses

Subject area 23 - *Non-Subject-Specific* contains codes for prior-to-secondary courses that do not have content differentiated by subject area. These courses focus on grade-specific content and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content must align with state standards. Additional information about Washington state learning standards is located on the [OSPI Learning Standards & Instructional Materials](#) site.

Special Programs and Populations

Distinct programs and populations (e.g., special education, bilingual, highly capable, etc.) do not have specific course codes designated for these programs or students. The [course descriptions](#) focus on content and avoid specifying delivery methods, audience, or location. Student program and attribute information is collected via other CEDARS elements, but can be linked to coursework in downstream data analyses and reporting.

Technical Skills

School districts are required to report the results of students' attainment of technical skills in the CEDARS Grade History File (H), Element H24 – Did the Student Take or Pass a State or Nationally Recognized Assessment of Technical Skill and Knowledge. This element is used to fulfill a federal requirement to report students who have attained some kind of technical skill in an approved CTE course. When analyzing the data in element H24, and in talking to CTE directors within a few districts, we realized there may be a misunderstanding of this element. Specifically, Element H24 is not to be confused with Element H21 – Did Student Receive a State or Nationally Recognized Industry Certification; H21 refers to the student *passing* a **certification exam** while H24 refers to the student *taking* a **skills and knowledge exam**.

Term

Indicates the term in which the course is offered.

Course term is reported in:

- Student Schedule File (E)
Element E08 – Term
- Staff Schedule File (G)
Element G07 – Term
- Grade History File (H)
Element H19 – Term

Summer

Terms Sum1 and Sum2 can only be reported in Student Grade History (H).

Course Term Reporting Matrix

Term	Element H19 – Term	Element E08 – Term	Element G07 – Term
Sum1	Yes	No	No
Sum2	Yes	No	No

All Year

There should only be a single course record for an all year course and credit should only reflect the end of year outcome of the course. Do not submit multiple records for an all year course as a method of progress reporting.

By design, reporting multiple records for a single all year course will cause CEDARS to reject the records due to a primary key violation. Please review the key structure found in the CEDARS Data Manual for more information.

Example of Correct ALLYR Course Reporting

SSID (E04)	Location ID (E05)	Course ID (E06)	Section ID (E07)	Term (E08)	Letter Grade (E12)	Credits Earned (E14)
1234567890	1234	Hist101	7	ALLYR	B+	1

Example of Incorrect ALLYR Course Reporting

SSID (E04)	Location ID (E05)	Course ID (E06)	Section ID (E07)	Term (E08)	Letter Grade (E12)	Credits Earned (E14)
1234567890	1234	Hist101	7	ALLYR	B	.25
1234567890	1234	Hist101	7	ALLYR	A	.25
1234567890	1234	Hist101	7	ALLYR	B	.25
1234567890	1234	Hist101	7	ALLYR	A	.25

SEM1 versus Q1 and Q2

If a course is taken/taught for only one quarter out of a semester, use the appropriate quarter designation. Otherwise, use the Semester designation.

Alternative schools and Online Education

If not able to identify with one particular session type, use the Quarter designation that most closely aligns with the quarter the course was taken/taught based on the number of weeks into the school year.

Transcripts

The [OSPI High School Transcripts](#) site contains transcript user guides, requirements, and resources.

ETHNICITY AND RACE

School districts are required to collect ethnicity and race data using a two-part question:

- The first part of the question asks whether the students is identified as Hispanic or Non-Hispanic and, if Hispanic, which Hispanic subgroup(s). This information is reported within CEDARS Ethnicity File (L), Element L05 – Ethnicity Code. Valid Codes are available in CEDARS Appendix Y – Ethnicity Codes
- The second part of the question asks for identification of race category. Multiple race categories can be selected. This information is reported within CEDARS Race File (M), Element M05 – Race Code. Valid Codes are available in CEDARS Appendix Z – Race Codes.

The U.S. Department of Education (USDOE) requires states to collect and report ethnicity and race information consistent with new federal guidelines that align with those currently used by the U.S. Census and almost all other federal departments. Additionally, Washington State collects expanded categories that align with the recommendations of the Race and Ethnicity Student Data Taskforce as established in SHB 1541. Districts will have through the 2021-22 school year to fully implement the expanded categories.

Additional information regarding the federal Ethnicity and Race reporting requirements can be found at <http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>.

Additional information regarding the Race and Ethnicity Student Data Taskforce recommendations can be found at <http://www.k12.wa.us/Workgroups/RET.aspx>.

A full list of the valid Ethnicity and Race codes in [CEDARS Appendices Y – Ethnicity Codes](#) and [Z – Race Codes](#). Sample data collection forms, FAQs for Parents and Guardians can be found on the [CEDARS Training and Materials](#) page.

STUDENT ABSENCE

Student Absence File (N) is used to report daily absences for students. Absences from Alternative Learning and Online classes that don't require seat-time attendance should not be reported in this file. [WAC 392-401-015](#)(1) provides the definition of 'absent' or 'absence' for students: A student is absent when they are: (a) not physically present on school grounds; and (b) not participating in the following activities at an approved location: (i) instruction; (ii) instruction-related activity; or (iii) Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports. Students shall not be absent if: (a) they have been suspended, expelled, or emergency expelled pursuant to chapter [392-400](#) WAC; (b) are receiving educational services as required by RCW [28A.600.015](#) and chapter [392-400](#) WAC; and (c) the student is enrolled in qualifying "course of study" activities as defined in WAC [392-121-107](#). Districts should interpret the phrase "not physically present on school grounds" broadly to include students that are on school grounds but not in their assigned settings.

Tardies

WAC 392-401-015(4) states that a school or district shall not convert or combine tardies into absences that contribute to a truancy petition. This means if a district or school has a policy that converts a student's tardy after a specific threshold (e.g. ten minutes) into a period absence; this absence shall not be included in an absence count, roll-up or aggregation that supports a truancy petition. Similarly, if the district or school has a policy that combines multiple tardies (e.g. three tardies equal one unexcused absence); this absence shall not be included in an absence count, roll-up or aggregation that supports a truancy petition. In addition, tardies should not be reported to the state as absences.

[RCW 28A.225.020](#) states that "failure to attend the majority of hours or periods in an average school day" is a full-day absence. WAC 392-401-015(3) states that a full day absence is when a student is absent for fifty percent or more of their scheduled day. A part day absence is when the student is absent for less than half of the day.

The CEDARS Data Manual, Element N07 – Absence Code describes a **part-day** absence as 'student failing to attend a portion of the hours or periods in that student's average school day of seat-time classes (less than 50% of the day unattended)' and a **full-day** absence as 'Student failing to attend the majority of hours or periods in that student's average school day of seat-time classes (50% or greater of the day unattended)'.

Excused Daily Absences

The following are valid excuses for absences from school [as defined in WAC 392-401-020](#):

- (1) *Participation in a district or school approved activity that is not instruction-related;*
- (2) *Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry) for the student or person for who the student is legally responsible;*
- (3) *Family emergency including, but not limited to, a death or illness in the family;*
- (4) *Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;*
- (5) *Court, judicial proceeding, court-ordered activity, or jury service;*

(6) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
(7) State-recognized search and rescue activities consistent with RCW [28A.225.055](#);
(8) Absence directly related to the student's homeless or foster care/dependency status;
(9) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW [28A.705.010](#);
(10) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
(11) Absences due to student safety concerns, including absences related to threats, assaults, or bullying; Absences due to a student's migrant status; and
An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.

Unexcused Daily Absences

[Statutory Authority: RCW [28A.300.046](#). WSR 12-17-051, § 392-400-325, filed 8/9/12, effective 9/9/12.]:

Any absence from school is unexcused unless it meets one of the criteria above for an excused absence.

If attendance is only taken in certain educational settings once or twice a day (e.g. elementary school) or does not take period attendance, a district shall determine if a student has missed 50% or more of their instructional day and report them as a full day absence.

Both excused and unexcused absences, whether partial or full-day, must be reported to CEDARS Student Absence File (N). Element N07 – Absence Code contains detailed descriptors for excused & unexcused absences and part- and full-day absences.

Students who are enrolled in more than one school must have their absences reported as they apply to each school.

Report all absences for students including those that lead up to a student being dropped from enrollment due to 20 consecutive full-day unexcused absences, or non-attendance. It has been determined that if a student is to be included for enrollment, "count day" and any other school/district reporting then the students absences must also be reported to OSPI.

For students who become enrolled in juvenile detention facilities or juvenile justice schools while enrolled in your school/district, districts have several reporting options:

- The district has a choice to withdraw the student once they learn of the enrollment in the juvenile detention center. If the student is at the juvenile detention center for a few days, a district may choose to keep the student enrolled in their school and wait for the student to return after the suspension or expulsion has elapsed. If the student has a longer stay at the juvenile detention center, the district may choose to withdraw the student. Either way, this is a district decision.
- If the student is not withdrawn from the district school due to an enrollment at a juvenile detention center:

- The district should work with the juvenile detention center so only one school is reporting the student as primary in School Student File (C), Element C10 – IsPrimarySchool.
 - The district should report the days of absence due to the suspension or expulsion up to the point the student returns from the suspension or expulsion in the Student Absence File (N).
 - The district should report the details regarding the student’s discipline record in the Student Exclusionary Discipline File (R).
- If the student is withdrawn from the district school due to an enrollment at a juvenile detention center:
 - The district should report the days of absence due to the suspension or expulsion up to the point the student is withdrawn in the Student Absence File (N).

Please report the most current absence information known at the time of submission. We expect the data in this file to change frequently. For example, a student who is reported with a series of unexcused absences but it is determined later that the student is a confirmed transfer, should be updated in this file to remove the originally reported unexcused absences.

If edits to existing absences are submitted to CEDARS, e.g., original UF reported but changed to EF per district policy, the existing absence record for that same date will be updated.

The following are Frequently Asked Questions regarding absences and excused/unexcused.

What about school-based field trips?

If the instructional environment takes place in another setting this should not be considered an absence. This includes educational field trips.

What if an 11th grader is out of multi-grade class for state testing?

A student should not be recorded as absent (excused or unexcused) in the instance where they must miss a class due to mandatory state testing.

What if a student is served as home/hospital and is receiving tutoring services?

Based on our interpretation of the reporting guidance, students being served as home/hospital that are receiving tutoring services would not be considered absent for CEDARS Reporting, as they are unable to attend class, but are receiving tutoring/instruction at a home or hospital. For P223 reporting for state funding, refer to the Enrollment Reporting Handbook or the annual Home/Hospital bulletin. .

How will this affect end of year attendance reporting?

Attendance reporting (now known as the “Unexcused Absences Report”) in EDS, pulls unexcused full-day absence data from CEDARS. To the extent that any “non-absences”, such as school-related activities or in-school suspensions, were reported as “Other” and are now reported as unexcused, these will show up in the Unexcused Absences Report.

If these absences are coded as excused or unexcused, and meet the criteria for calculating Chronic Absenteeism, (18 FULL days of excused or unexcused absences) they will be reflected in the

Chronic Absenteeism reports.

What if a student is participating in work study?

Procedures do not change for programs that have existing attendance practices, such as work-based learning, that are not generally considered seat-time instruction.

STUDENT EXCLUSIONARY ACTION

Beginning with the 2018-19 school year, the Student Exclusionary Discipline File (R) is used to report behavior and exclusionary actions involving students during school or school related activities when they are excluded from their regular education setting. All firearm incidents must be reported, regardless of the school district's response to the incident. This file is only intended to collect information related to the student being disciplined and is not to include information regarding any student(s) affected by the student being disciplined.

For guidance regarding submitting discipline data for students in CEDARS Discipline File (P) for school year 2017-18 and earlier, please refer to the CEDARS Reporting Guidance for the specific school year.

Data reported in this file will be used for multiple purposes, including but not limited to pre-populating the annual Behavior and Weapons application in the Education Data System (EDS) and federal and state reporting.

A school district determines when a behavior is identified as a unique incident. Students with multiple behaviors for the same incident should be reported in Student Exclusionary Discipline File (R) Element R08 – Behavior Code with the most serious behavior code. If more than one behavior is associated with the incident being reported, the additional behaviors are to be reported in Element R09 – Other Behaviors. It is up to the district to determine which of the multiple behaviors is the most serious for reporting in CEDARS.

If there are multiple behaviors in one incident, and one or more of the behaviors are identified as being included for federal reporting purposes, the most serious of the behaviors must be reported in Element R08 – Behavior Code.

Element R08 – Behavior Code may not be reported with a valid value of 9 or 12, 13 or 17-21 if Element R09 – Other Behaviors contains a valid value of 2-8, 10, 11 or 14-16.

Ammunition should not be reported in Element R10 – Weapon Type. It is not a reporting requirement under the Guns Free School Act.

Appendix B identifies the behaviors that will be included in Federal Reporting.

Full definitions can be found in CEDARS Appendix B (Behavior) and Appendix D (Weapons), found at <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

Reporting Exclusionary Action

If a student has multiple exclusionary actions for a single incident, each exclusionary action must be reported in a separate record. If a student is involved in an incident that results in more than one exclusionary action or, if an exclusionary action is modified and/or converted to another exclusionary action, each exclusionary action must be reported as its own record. Each exclusionary action associated with a student for a single incident must be reported with identical incident information in Elements R01 through R10. Each exclusionary action associated with a student in an

incident must be reported with information specific to that exclusionary action in Elements R11 through R23.

Reporting absences/enrollment for students who are suspended or expelled

Students reported in Element R11 – Exclusionary Action Applied with an out of school suspension or expulsion value (SS – Short Term Suspension or LS – Long Term Suspension, EE - Emergency Expulsion, or EX – Expulsion) should be reported with ‘excused absences’ in Student Absence File (N) for the school days designated in Element R13 - Duration of Exclusionary Action Days. Students who do not return to enrollment after the number of days identified in Element R13 – Duration of Exclusion Action Days, are to be reported with Unexcused Absences until such time as the absences are either excused by the parent/guardian or the student returns to enrollment.

With the passage of 4SHB 1541, “school districts may not suspend the provision of educational services to a student as a disciplinary action. A student may be excluded from a particular classroom or instructional activity area for the period of suspension or expulsion, but the school district must provide an opportunity for a student to receive educational services during a period of suspension or expulsion.” Therefore, the student must continue to be enrolled in the district and school, unless the student is being immediately enrolled in another school and/or district.

Absences are not reported for the days the student participates in educational services identified as part of the Exclusionary Action. If the student does not participate in the education services for any reason, excused absences must be reported for the missed day(s).

Reporting Duration of Exclusionary Action Days

Element R13 - Duration of Exclusionary Action Days collects the total number of consecutive school days a student is excluded from their regular education setting as a result of the unique and specific exclusionary action assigned to the student as reported in Element R11 – Exclusionary Action Applied.

Reported vs. Actual Duration of Exclusionary Action

When a ‘Long-term Suspension’ (greater than 10 consecutive school days) is reported in Element R11 – Exclusionary Action Applied and the actual length of exclusion changes to 10 or fewer consecutive days, *do not* change the reported valid value to ‘Short Term Suspension’. Do change Element R13 - Duration of Exclusionary Action Days to the *actual* number of number of consecutive school days the student is excluded from their regular educational setting for any part of their school day.

Reporting Total Amount of Exclusionary Time

If a student’s exclusion spans multiple days, districts should add the amount of time the student was excluded on each day, then round that summation to the nearest 0.1. Students excluded from their regular educational setting for an entire school day should be reported in Element R14 – Total Amount of Exclusionary Time as 1.0 for each full day of exclusion. Students excluded from their regular educational setting for less than a full school day should be summarized for the full

duration of the exclusion and then reported rounded to the nearest 0.1. Element R 14 – Total Amount of Exclusionary Time can be considered “missed seat time” and is different than the duration of the action collected in Element R13 – Duration of Exclusionary Action Days.

Other Behavior vs Multiple Minor Offenses

An ‘Other Behavior’ is a one-time offense, which does not fit into the other provided Behavior categories. Multiple Minor Offenses are a series of minor offenses that individually would not result in an Exclusionary Action but that progressively lead to an Exclusionary Action in accordance with district policy.

Definitions

In School Suspension. Instances in which a student is temporarily removed from his/her regular educational setting for a defined length of time but remains in the student’s current school placement under the direct supervision of school personnel. This includes but is not limited to students who are receiving the services in their *IEP*, appropriately participate in the general curriculum, and participate with students without disabilities to the extent they would have in their regular placement. “Direct supervision” means school personnel are physically in the same location as students under their supervision.

Suspension. [WAC 392-400-025](#)(14) defines suspension as follows: "Suspension" means a denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions.

WAC 392-400-025, found [here](#), provides additional information for the definitions below.

Short Term Suspension. A student is out-of-school excluded from their regular classroom setting for a defined length of time, not to exceed 10 consecutive school days

Long Term Suspension. A student is out-of-school excluded from their regular classroom setting for a length of time, in excess of 10 consecutive school days, not to exceed the length of an academic term as defined by the school board.

Expulsion. A student is excluded from the student’s current school placement for a defined length of time, not to exceed the length of an academic term as defined by the school board. In some instances school districts may petition for student to be expelled longer than the length of an academic term.

Emergency Expulsion. A student may be excluded from school immediately by a school district in emergency situations *when the district believes the student’s presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the education process.* [RCW 28A.600.015\(3\)](#) states: “Emergency expulsions must end or be converted to another form of corrective action within ten school days from the date of the emergency removal from school. Notice and due process rights must be provided when an emergency expulsion is converted to another form of corrective action.”

“School day” shall 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 certified staff, and on which day all or any portion of the students enrolled in the program actually participate in such educational activity.

Remember when a student is suspended or expelled, districts must provide an opportunity for the student to receive educational services during this period.

Classroom Exclusion A student is excluded from a classroom, instructional area, or activity area in accordance with RCW 28A.600.020(2).

Academic Services. Academic services, as defined by district policy, provided to students while they are excluded from school due to suspension or expulsion. Academic services provided should enable the student to avoid the loss of academic credit when possible. RCW 28A.600.015(8) states: "School districts may not suspend the provision of educational services to a student as a disciplinary action. A student may be excluded from a particular classroom or instructional or activity area for the period of suspension or expulsion, but the school district must provide an opportunity for a student to receive educational services during a period of suspension or expulsion."

Behavior Services. Behavior services, as defined by district policy, provided to students while they are excluded from school due to suspension or expulsion. Behavior services provided while a student is excluded should be reasonable and related directly to the disciplinary infraction. Behavior services may involve the use of best practices and strategies included in the [Behavior Menu of Best Practices and Strategies](#), the state menu developed under RCW 28A.165.035

Reengagement Meeting. Reengagement Meeting means a meeting held between the school district and the student and parent/guardian to discuss how to return a long-term suspended or expelled student to an education setting as soon as possible. The reengagement meeting must be scheduled with the student and the student's parents or guardians:

- Within 20 days of the student's long-term suspension or expulsion — if the long-term suspension or expulsion is **longer than 20 days**
- No later than five days before the student's reentry or enrollment — if the long-term suspension or expulsion is **less than 20 days**.

Reengagement meeting participants should take into account the

- circumstances related to the student's suspension or expulsion,
- student's prior academic and discipline history, and
- severity of the disciplinary incident that led to the student's exclusion.

District or school staff initiate the reengagement conference. This meeting is separate from the conference associated with a *petition for re-admission*.

Reengagement Plan. A reengagement plan must be tailored to the student's individual circumstances and families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan (RCW 28A 600.022).

While developing a reengagement plan, school districts should consider:

- Shortening the length of time that the student is suspended or expelled
- Whether or not there are other forms of corrective action that could be more effective.
- How the plan can aid the student as they take the necessary steps to remedy the situation that led to the suspension or expulsion. Supportive interventions that support academic success, and keep the student engaged and on track to graduate.

TEACHER INFORMATION

Certificate Numbers

CEDARS validates teacher certification numbers against the state's certification records. This information is used to link students to teachers for research requests and other reporting requirements. All staff records submitted to CEDARS must contain a valid Certificate number. Temporary certification numbers are no longer valid.

All public school teachers instructing students in grades PK-12 must have a valid certificate number or special exception indicator and a staff type code reported to CEDARS. Pre-school teachers should be reported with the appropriate staff type code in Staff File (F), Element F04.

We have developed a set of simple instructions for you to follow to obtain this temporary number through the EDS system. This Quick Tip Search document is located on the CEDARS website: <http://www.k12.wa.us/CEDARS/Training.aspx> under the overview section.

A list of valid Staff Type Codes is available in CEDARS Appendix U, <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

Contract Teachers

Contract teachers are required to be certified and reported in CEDARS. The Staff Type Code for Contract teachers is 630.

Itinerant Teachers

Itinerant teachers must be reported in the Staff File. It is not necessary to report them in the Staff Schedule File.

Long Term Substitute Teachers

OSPI expects that long term substitutes will be reported in CEDARS in order to populate the Highly Qualified Teacher Data Collection Tool, which is located in the EDS system under Electronic Certification. A long term substitute is defined as a certificated teacher who serves in a single teaching assignment for four or more consecutive weeks (20 school days).

Teacher Indicators

The Teacher Indicator is a flag used to identify a teacher's role in the classroom. District definitions may vary from the basics described here due to contractual language.

P – Primary. The teacher responsible for grading and the majority of instruction in the classroom. There can only be one primary teacher for a given course.

A – Alternate. An alternate teacher rotates in and out of a classroom on a limited basis. Their role may include providing student instructional support, academic intervention strategies, or dropout reengagement or credit recovery support in a given course assignment.

T – Team – Primary. Team teaching consists of two or more teachers teaching in a classroom. The teaching team collectively has responsibility for instruction and grading. Team teaching is considered a basic model of co-teaching. Report all primary team teachers with same course assignment with this valid value.

For Special Education or English Language Learner (ELL)/English as a Second Language (ESL) team teaching situations, use applicable valid values I or E to report this type of co-teaching model; see applicable entries or table below for additional reporting guidance.

~~U – Team – Alternate. An alternate teacher rotates in and out of a classroom on a limited basis in a team teaching situation.~~

V – Team – Substitute. A team substitute teacher is one who may or may not be on contract for the district and fills in for short-term absences, scheduled or unscheduled, of other teachers in an existing team teaching situation.

W – Team – Long Term Substitute. A long-term substitute is a teacher who assumes a substitute role in one classroom for twenty (20) or more days in an existing team teaching situation.

S – Substitute. A substitute teacher is one who may or may not be on contract for the district and fills in for short-term absences, scheduled or unscheduled, of other teachers.

L – Long-term Substitute. A long-term substitute is a teacher who assumes a substitute role in one classroom for twenty (20) or more days.

J – Job Share – Primary. Job share teaching consists of two or more part-time teachers who split teaching time and the responsibilities for instruction and grading to the same group of students on a regular basis. Report all primary job share teachers with same course assignment with this valid value.

~~B – Job Share – Alternate. An alternate teacher rotates in and out of a classroom on a limited basis in a job share situation.~~

C – Job Share – Substitute. A job share substitute teacher is one who may or may not be on contract for the district and fills in for short-term absences, scheduled or unscheduled, of other teachers in an existing job share situation.

D – Job Share – Long Term Substitute. A long-term substitute is a teacher who assumes a substitute role in one classroom for twenty (20) or more days in an existing job share situation.

I – Special Education Co-Teaching Model. A Special Education (SPED) teacher is assigned to provide instruction or support at the same time in the same classroom as Primary teacher for a given course.

E – English Language Learner / English as a Second Language (ELL/ESL) Co-Teaching Model. An

ELL or ESL teacher is assigned to provide instruction or support at the same time in the classroom as Primary teacher for a given course.

F – LAP Co-Teaching Model. A Learning Assistance Program (LAP) teacher is assigned to provide instruction or support at the same time in the classroom as Primary teacher for a given course.

Valid Value Combinations

G-10 Teacher Indicator valid value combinations are used by the Educator Equity Data Collection application in EDS to monitor teacher qualifications including certification, endorsements, and teaching assignments.

G10-Teacher Indicator Valid Value Combinations

Content or Program Area Teaching Assignment	Primary Classroom Teacher	Additional Classroom Teacher(s)
Primary Teacher (P)	P	Not Applicable
Primary Teacher (P) Alternate Teacher (A)	P	A
Primary Teacher (P) Substitute Teacher (S) Long-Term Substitute Teacher (L)	P P	S L
Long-Term Substitute Teacher (L)	L	Not Applicable
Team-Primary (T, T) Team-Alternate (U) Team-Substitute (V) Team-Long Term Substitute (W) Alternate Teacher (A)	T T T T T	T T, U T, V T, W T, A
Job Share-Primary (J, J) Job Share-Alternate (B) Job Share-Substitute (C) Job Share-Long Term Substitute (D) Alternate Teacher (A)	J J J J J	J J, B J, C J, D J, A
Primary Teacher (P) LAP Co-Teaching Model (F)	P	F
Primary Teacher (P) Special Education Co-Teaching Model (I)	P	I
Primary Teacher (P) ELL/ESL Co-Teaching Model (E)	P	E

STUDENT SUPPORTS

Student Supports File (V) captures information regarding students screened for various supports. Districts are required to report to OSPI the screener used and the interventions used for at risk students. Students reported in this file must also be reported in District Student File (B) and School Student File (C). Students should be reported in this file in the year they are screened and any subsequent years in which they receive interventions.

All instances of screening should be reported. CEDARS will not accept multiple records for a student if each record contains the same support code, as reported in *Element V06 – Support Code*. So if the student has been screened for the same support category more than once, report information on the most recent assessment. CEDARS will accept multiple records for a student if each record contains a unique support code.

Only students that have been screened for a support listed in *Element V06 – Support Code* should be reported in this file. This file is not used to determine which students have not been assessed.

Dyslexia

For the 2020-2021 school year, districts are *not* required to screen students and report the data to CEDARS, but some districts are adopting this process early. Screening students and reporting to CEDARS will be required beginning with the 2021-2022 school year.

[E2SSB 6162](#) defines dyslexia as a specific learning disability and requires early screening. It also requires OSPI to collect data on the screening and intervention practices, and to then report them to the Washington State House of Representatives and Senate education committees.

Students must be reported in this file in both the year they are screened *and* any subsequent years in which they receive the corresponding interventions. Screening expectations (when and how often) are not the same as the CEDARS reporting expectations. Each school district will adopt their own timelines for screening.

More information on the legal requirements for districts, as well as the recommendations from OSPI and the Dyslexia Advisory Council, can be found in the [Implementation Guide: Early Screening of Dyslexia](#).

Resources

The Washington State Dyslexia Advisory Council workgroup's [About Dyslexia site](#) and the [Grade Band and Literacy Skills Screening Tools Timeline Matrix](#) contain additional information.

Contact the [English Language Arts and Literacy](#) department at OSPI with screening implementation questions: dyslexia@k12.wa.us.

ADDITIONAL RESOURCES

U.S. Department of Education Resources

U.S. Department of Education

<http://www.ed.gov>

No Child Left Behind (NCLB)

<http://www.ed.gov/nclb>

Every Student Succeeds Act (ESSA)

<http://www.ed.gov/essa>

<https://www.ed.gov/essa?src=rn>

Office of Superintendent of Public Instruction Resources

Bulletins and Memos

<http://www.k12.wa.us/BulletinsMemos>

Comprehensive Education Data And Research System (CEDARS)

www.k12.wa.us/data-reporting/reporting/cedars

Education Units and Directory Data

<https://www.k12.wa.us/data-reporting/reporting>

Enrollment Reporting

www.k12.wa.us/policy-funding/school-apportionment/instructions-and-tools/enrollment-reporting

OSPI Site

<http://www.k12.wa.us>

School Apportionment and Financial Services

www.k12.wa.us/policy-funding/school-apportionment

Email Communications

OSPI uses email addresses from the Education Data System (EDS) Administration profile system to communicate with districts important information and deadlines. This means that the email address assigned as your username for EDS will be used when OSPI needs to communicate via email with each user, based on the roles assigned to the user in EDS.

A user can update and correct their email address (EDS user name) in one of two ways:

- Individual personnel with access to EDS can view their personal information by logging into the system and viewing "Edit My Personal Information". The email address can be updated here, and the updated email address will become the user's new user name when logging into EDS.
- District security managers may review and update user roles, assigned personnel, and email addresses within the EDS Administration link. The security manager can utilize either the Security by Organization or Security by Role link within this site to review, update and make any/all pertinent changes. The updated email address will become the user's new user name when logging into EDS.

PUBLICATION HISTORY

Revision	Authors	Date	Description
3.0	Lisa Ireland – OSPI	May 2010	<ul style="list-style-type: none"> • FINAL
3.1	Lisa Ireland – OSPI	September 2010	<ul style="list-style-type: none"> • Special Education • Reporting Running Start and ‘Other’ Courses • Reporting Students at Skill Centers • Reporting Online Courses
4.0	Lisa Ireland – OSPI	April 2011	<ul style="list-style-type: none"> • Reporting Student Completers/Graduates • Establishing Graduation Requirements Year • Coding of Students Who Exit School and/or District • Title III Native American • Title III Immigrant • Unaccompanied Youth • Bilingual and Immigrant • Reporting State Course Codes • Definition and Description of Term
4.1	Lisa Ireland – OSPI	July 2011	<ul style="list-style-type: none"> • Term
5.0	Lisa Ireland – OSPI	February 2012	<ul style="list-style-type: none"> • Reporting Student Completers/Graduates • Students Who Exit Over the Summer Months • Student Withdrawal Codes • Immigrant • Home- or Private School Students Enrolled in Public School • Students Enrolling Through School Choice • Reporting Preschool Students • Disability Code • Reporting Running Start for Students • Early Education Program • Highly Capable/Gifted Program • Title I, Part A • Migrant Education Program • Free and Reduced-Price Meals • College Bound Scholarship • Limited English Proficiency (Bilingual) • Reporting State Course Codes • Students at Skills Centers • Grade History Element H24 – Assessment of Technical Skills • Student Grade History • Course Designation Code Definitions • Term • Student Absence • Student Discipline • Teacher Certificate Numbers

Revision	Authors	Date	Description
5.1	Lisa Ireland – OSPI	June 2012	<ul style="list-style-type: none"> • Reporting Students Enrolled/Served Past Grade 12 • Learning Assistance Program (LAP) • Reporting • Reporting Running Start Courses • Alternative Learning Experience (ALE) Courses • Course Designation Codes Reporting Guidance • Content Area Codes
.5.2	Lisa Ireland – OSPI	October 2012	<ul style="list-style-type: none"> • Student Absence
6.0	Lisa Ireland – OSPI	July 2013	<ul style="list-style-type: none"> • Reporting Student Names • Reporting Students Enrolled/Served Past Grade 12 • Reporting Student Completers/Graduates • Reporting Students as Confirmed Transfers • Students who Exit Over the Summer Months • The T1 Withdrawal Code • Establishing Expected Year of Graduation • Establishing Graduation Requirements Year • Immigrant • Home- or Private-School Students Enrolled in Public School • Reporting ALE Status • Reporting Students Enrolled in Running Start • Highly Capable/Gifted Program • NCLB Supplemental Services • Free and Reduced-Price Meals • Title I Neglected/Delinquent Supplemental Services • College Bound Scholarship • Limited English Proficiency (Bilingual) • Special Education • Reporting Running Start Courses • Students at Skills Centers • ALE Courses • Student Grade History • Course Designation Code Definitions • Course Designation Code Reporting Guidance • Grade Point Average (GPA) • Student Discipline • Teacher Certificate Numbers • Long Term Substitute Teachers • Contract Teachers • Itinerant Teachers
6.1	Lisa Ireland – OSPI	November 2013	<ul style="list-style-type: none"> • Student Grade History

Revision	Authors	Date	Description
7.0	Lisa Ireland – OSPI	September 2014	<ul style="list-style-type: none"> • Student Enrollment and Graduation • Requiring Birth Certificate for Enrollment • Reporting Students Enrolled/Served Past Grade 12 • Reporting Students Completers/Graduates • Reporting Students as Confirmed Transfers • Immigrant • Home- or Private-School Students Enrolled in Public School • Reporting ALE Course Type Instruction • Reporting Students Enrolled in Running Start in High School • Reporting Students Enrolled in Juvenile Justice Schools • Coding of Students Who Exit School and/or District • Disability Code • Updating Student Demographic Information • Free and Reduced Price Meals • Reporting ALE Course Type Instruction • Student Grade History • Course Designation Code Definitions • Course Designation Code Reporting Guidance • Student Discipline
7.1	Lisa Ireland – OSPI	October 2014	<ul style="list-style-type: none"> • Reporting Students as Confirmed Transfers
8.0	Lisa Ireland – OSPI	April 2015	<ul style="list-style-type: none"> • Reporting Students Who Did Not Graduate Due to Not Meeting Assessment Requirements • Home- or Private-School Students Enrolled in Public School • Reporting Students Enrolled in Juvenile Justice Schools • Coding of Students Who Exit School and/or District • Learning Assistance Program (LAP) • Free and Reduced-Price Meals • Reengagement Programs (Open Doors Youth Reengagement) • Washington State Seal of Biliteracy • Limited English Proficiency (Bilingual) • Special Education • Reporting State Course Codes • Students at Skills Centers • Reporting Online Courses • Student Grade History • Course Designation Code Definitions • Content Area Codes • Student Absence • Student Discipline • Teacher Indicators

Revision	Authors	Date	Description
8.1	Lisa Ireland – OSPI	May 2015	<ul style="list-style-type: none"> • Establishing Student Grade Level • Reporting Preschool Students
8.2	Lisa Ireland – OSPI	November 2015	<ul style="list-style-type: none"> • Reporting Students as Confirmed Transfers • Students Who Exit Over Summer Months • Reporting PreSchool Students • Coding of Students Who Exit School and/or District • Reengagement Programs (Open Doors Youth Reengagement) • Course Designation Code Definitions • Reporting Students Taking Running Start Courses in the High School (removed) • Student Discipline • Teacher Certificate Numbers • Teacher Indicators
9.0	Lisa Ireland – OSPI	April 2016	<ul style="list-style-type: none"> • Reporting Student Names • Requiring Birth Certificate for Enrollment • Immigrant • Military Parent or Guardian • Disability Code • Updating Student Demographic Information • Learning Assistance Program (LAP) • Title I, Part A • 504 Plan • Washington State Seal of Biliteracy • Washington Reading Corp Literacy Support • Limited English Proficiency (Bilingual) • Reporting State Course Codes • Reporting Online Courses • Course Designation Code Definitions • Course Designation Code Reporting Guidance • Content Area Codes • CTE Course & Credit Equivalency • Student Absence • Student Discipline • Teacher Information • Resources
9.1	Lisa Ireland – OSPI	July 2016	<ul style="list-style-type: none"> • Reporting Home/Resident District • Truancy Petitions • Reengagement Programs • Course Designation Code Definitions • Student Discipline
9.2	Lisa Ireland – OSPI	September 2016	<ul style="list-style-type: none"> • Military Parent or Guardian • Disability Code • Student Discipline

Revision	Authors	Date	Description
10.0	Lisa Ireland – OSPI	March 2107	<ul style="list-style-type: none"> • Introduction • Publication Process • Reporting Student Names • Students Enrolling in Charter Schools • Establishing Student Grade Level • Reporting Students Past Age 18 • Determining Enrollment Eligibility for Students Enrolling from Out-of-State / Out-of-Country Students • Reporting Students as Confirmed Transfers • Reporting Students Dropped for 20 Days Unexcused Absences or Non-Attendance • Students Who Exit Between School Years • Reporting Students Dual Enrolled in Multiple Districts • Establishing Expected Year of Graduation • Home- or Private-School Students Enrolled in Public School • Disability Code • Updating Student Demographic Information • Student Attributes and Programs • Learning Assistance Program (LAP) • Title I, Part A • Free- and Reduced-Price Meals • Title VII Native American • Truancy Petitions • College Bound Scholarship • Recruiting Washington Teachers • GRADS Program (Graduation, Reality and Dual-Role Skills) • Foster Care • English Learners (Bilingual) • Special Education • Reporting State Course Codes • Reporting District Transfers for Skills Center Students • Reporting College in the High School • Student Grade History • Content Area Codes • CTE Course and Credit Equivalency • Student Discipline
10.1	Lisa Ireland	September 2017	<ul style="list-style-type: none"> • Truancy Petitions • Recruiting Washington Teachers • Student Discipline • Military Parent or Guardian • Student Absence
10.2	Lisa Ireland	January 2018	<ul style="list-style-type: none"> • Reporting Preschool Students • Reporting College in the High School

Revision	Authors	Date	Description
11.0	Lisa Ireland – OSPI	April 2018	<ul style="list-style-type: none"> • Reporting Student Names • Reporting Students as a Confirmed Transfer into Washington • Reporting Student Completers/Graduates • Reporting Students as Confirmed Transfers • Reporting Students as Unconfirmed Transfers • How to Report Students With 20 Full Day Unexcused Absences or Non Attendance as Withdrawn • Home or Private School Students Enrolled in Public School • Reporting ALE Course Type Instruction • Reporting Students Enrolled in Running Start • Students Enrolling Through School Choice • Gender Identification • Title I, Part A • Truancy Petitions • Reporting State Course Codes • Reporting Running Start Courses • Reporting College in the High School • Reporting ALE Course Type Instruction • Course Designation Code Definitions • Course Designation Code Reporting Guidance • Student Discipline • Teacher Indicators
11.1	Lisa Ireland – OSPI	September 2018	<ul style="list-style-type: none"> • Eligibility of Students Previously Graduated • Reporting Students as Confirmed Transfers • The T1 Withdrawal Code • Reporting Home/Resident District • Establishing Expected Year of Graduation • Establishing Graduation Requirements Year • Military Parent or Guardian • Reporting ALE Course Type Instruction • Reporting Preschool Students • Students With Individualized Education Plans (IEPs) (formerly Special Education) • Reporting ALE Course Type Instruction • Course Designation Code Definitions • Course Designation Code Reporting Guidance • Student Absence
11.2	Kyla Vetter	January 2019	<ul style="list-style-type: none"> • AVID Course Codes (missed edits from 2015-16 and 2017-18) • English Learners (Bilingual) • Foster Care • Reporting State Course Codes • Student Discipline: Reported vs. Actual Duration of Exclusionary Action

Revision	Authors	Date	Description
12.0		March 2019	<ul style="list-style-type: none"> • Student Attributes and Programs - Title I, Part A • CEDARS Functionality – Logical Delete • Students Restrained or Isolated • Submitting Non-Traditional High School Rigor Courses • Reporting Preschool students • Truancy Petitions • GRADS Program (Graduation, Reality and Dual-Role Skills) • English Learners (Bilingual) • Students with Individualized Education Plans (IEP) Plans • Reporting Running Start Courses • Students at Skills Centers • Reporting College in the High School • Reporting Online Courses • Reporting ALE Course Type Instruction • Course Designation Code Definitions • Course Designation Code Reporting Guidance • Content Area Codes • Student Exclusionary Action • Teacher Indicators
12.1		January 2020	<ul style="list-style-type: none"> • Reengagement Students Eligible for Special Education and Other Support Services • Transitional Kindergarten • Establishing Student Grade Level • Disability Code • Truancy Petitions • Students with Individualized Educational Plans (IEPS) • Course Designation Code Definitions



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